DOCUMENT RESUME

ED 411 109 RC 021 064

TITLE	Native American Students in North Dakota Special Education Programs.
INSTITUTION	North Dakota Advisory Committee to the U.S. Commission on Civil Rights.
SPONS AGENCY	Commission on Civil Rights, Washington, DC.
PUB DATE	1993-04-00
NOTE	65p.
PUB TYPE	Information Analyses (070) -- Legal/Legislative/Regulatory Materials (090) -- Reports - Evaluative (142)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*American Indian Education; *American Indians; Compliance (Legal); Cross Cultural Training; Disabilities; Elementary Secondary Education; Enrollment; *Equal Education; Financial Support; *Racial Attitudes; *Special Education; Student Evaluation; *Student Placement; Teacher Education
IDENTIFIERS	Commission on Civil Rights; Native Americans; *North Dakota

ABSTRACT

Based on background research and information submitted at a public hearing in Bismarck, North Dakota, on December 13, 1991, this report addresses the extent to which Native American students are treated equally in North Dakota special education programs. It was found that in some schools and special education units, Native American students in special education far exceeded their proportion in the total student population. Statistics reinforce beliefs of special education personnel and others that the placement of some Native American students in special education programs results from questionable placement procedures and from the misunderstanding and misinterpretation of socioeconomic, linquistic, and cultural factors. Allegations were also made that racial prejudice was a factor in some placement decisions. Corrective action is urged to assure that evaluation and placement procedures use valid criteria and consider only nondiscriminatory factors. Achieving this objective requires inplementation of a more comprehensive and detailed data collection system, more meaningful parent participation in placement procedures, and reassessment and revision of the training of teachers and program administrators. Reporters recommend selective review of North Dakota schools and school districts to determine compliance with the Education for All Handicapped Children Act and other statutes requiring nondiscrimination. Data tables present information for North Dakota and for Bismarck public schools on enrollments and special education placements, school personnel, and expenditures and revenues. Appendices list North Dakota Special Education Administrative Units and detail Native American enrollment in North Dakota schools for 1991-92. (SV)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 411 109

Native American Students in North Dakota Special Education Programs

North Dakota Advisory Committee to the
U.S. Commission on Civil Rights

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

April 1993

RC021 064

BEST COPY AVAILABL

The United States Commission on Civil Rights

The United States Commission on Civil Rights, first created by the Civil Rights Act of 1957, and reestablished by the United States Commission on Civil Rights Act of 1983, is an independent, bipartisan agency of the Federal Government. By the terms of the 1983 act, the Commission is charged with the following duties pertaining to discrimination or denials of the equal protection of the laws based on race, color, religion, sex, age, handicap, or national origin, or in the administration of justice: investigation of individual discriminatory denials of the right to vote; study of legal developments with respect to discrimination or denials of the equal protection of the law; appraisal of the laws and policies of the United States with respect to discrimination or denials of equal protection of the law; maintenance of a national clearinghouse for information respecting discrimination or denials of equal protection of the law; and investigation of patterns or practices of fraud or discrimination in the conduct of Federal elections. The Commission is also required to submit reports to the President and the Congress at such times as the Commission, the Congress, or the President shall deem desirable.

The State Advisory Committees

An Advisory Committee to the United States Commission on Civil Rights has been established in each of the 50 States and the District of Columbia pursuant to section 105(c) of the Civil Rights Act of 1957 and section 6(c) of the United States Commission on Civil Rights Act of 1983. The Advisory Committees are made up of responsible persons who serve without compensation. Their functions under their mandate from the Commission are to: advise the Commission of all relevant information concerning their respective States on matters within the jurisdiction of the Commission; advise the Commission on matters of mutual concern in the preparation of reports of the Commission to the President and the Congress; receive reports, suggestions, and recommendations from individuals, public and private organizations, and public officials upon matters pertinent to inquiries conducted by the State Advisory Committee; initiate and forward advice and recommendations to the Commission upon matters in which the Commission shall request the assistance of the State Advisory Committee; and attend, as observeers, any open hearing or conference that the Commission may hold within the State.

Native American Students in North Dakota Special Education Programs

North Dakota Advisory Committee to the
U.S. Commission on Civil Rights

April 1993

A report of the North Dakota Advisory Committee to the United States Commission on Civil Rights prepared for the information and consideration of the Commission. This report will be considered by the Commission and the Commission will make public its reaction. The findings and recommendations of this report should not be attributed to the Commission but only to the North Dakota Advisory Committee.

Letter of Transmittal

North Dakota Advisory Committee
to the U.S. Commission on Civil Rights

Members of the Commission
Arthur A. Fletcher, *Chairperson*
Charles Pei Wang, *Vice Chairperson*
Carl A. Anderson
Mary Frances Berry
Robert P. George
Constance Horner
Russell G. Redenbaugh

Bobby D. Doctor, *Acting Staff Director*

The North Dakota Advisory Committee submits this report of its review of Native American Students in North Dakota Special Education Programs. Findings and recommendations are included. The report was approved unanimously by the Committee at its meeting in Bismarck on August 12, 1992.

The Advisory Committee and staff conducted a factfinding meeting on this topic in Bismarck on December 13, 1991. All persons who participated in that meeting, or who were interviewed during the course of the project, were given an opportunity to comment on relevant portions of the report. Where appropriate, comments and corrections were incorporated into the report.

The report addresses the extent to which Native American students are treated equally in North Dakota special education programs and highlights efforts at promoting equality. Among the findings of this report, which resulted from information submitted to it during the factfinding meeting and that gathered in the course of the project, the Committee noted that in some schools and special education units Native American students in special education far exceed their proportion in the total student populations. Statistics available reinforce the beliefs by special education personnel and others that the placement of some Native American students in special education programs for other than criteria specified in Federal categories for handicapping conditions results from questionable placement procedures, and from the misunderstanding and misinterpretation of socioeconomic and language/cultural factors. Allegations were also made that racial prejudice was a factor in some placement decisions. Such misdiagnosis and misplacement results in distorted labeling that can have potentially lifelong negative effects on a child.

The Advisory Committee urges corrective action designed to assure that evaluation and placement procedures use valid criteria and consider nondiscrimination factors only. To achieve this objective, a more comprehensive and detailed data collection system must be put in place, parents must be provided with more meaningful participation in the placement procedures, and the training of teachers and program administrators must be reassessed and revised.

Despite statistics showing highly disproportionate representation of Native American students in some North Dakota special education programs, the Office for Civil Rights of the U.S. Department of Education has never conducted a review of any school or school district to determine compliance with the Education for All Handicapped Children Act and other statutes requiring nondiscrimination. The Committee urges that selective reviews be undertaken, and that one be conducted in the current school year in the Bismarck School District where Native American students are disproportionately represented in special education to an extreme degree.

The Advisory Committee urges the Commission to concur with the recommendations contained in this report regarding the U.S. Department of Education and to assist the Committee in its followup activities.

Respectfully,

Bryce Streibel

Bryce Streibel, *Chairperson*
North Dakota Advisory Committee

North Dakota Advisory Committee to the U.S. Commission on Civil Rights

Bryce Streibel, *Chairperson*
Fessenden

Modesto del Busto
Grand Forks

Darrell Farland
Bismarck

Jim K. Laducer
Bismarck

Carol Jean Larsen
Bismarck

Betty L. Mills
Bismarck

Audrey J. Henderson-Nocho
Grand Forks

John M. Olson
Bismarck

Mark G. Schneider
Fargo

Dean Winkjer
Williston

Acknowledgments

The North Dakota Advisory Committee wishes to thank staff of the Rocky Mountain Regional Office for its help in the preparation of this report. The project and report were the principal assignment of Malee V. Craft. Evelyn S. Bohor provided essential support services. Editorial assistance and preparation of the report for publication were provided by Gloria Hong Izumi. William F. Muldrow, Director of the Rocky Mountain Regional Office, provided writing and editorial assistance, and the project was carried out under his overall direction.

Preface

In response to allegations that Native American students in North Dakota are discriminated against in special education programs, the North Dakota Advisory Committee conducted background research and held a briefing forum in Bismarck on December 13, 1991, to collect information on the subject.

The purpose of the briefing forum was to provide an overview of the topic and gather information from participants who brought a variety of statistics, experiences, recommendations, concerns, and opinions. Specifically, the forum addressed the extent to which Native American students are treated equally in North Dakota's special education programs and highlighted efforts aimed at promoting equality. Several concerns were voiced that included the misplacement of Native American students in special education programs; the employment of few Native American teachers by the public school system to act as role models; a lack of statistics on enrollment in special education programs; preconceived opinions by many teachers, specialists, and administrators that Indian students cannot learn; and a lack of understanding of cultural differences. On the other hand, some participants expressed great pride in the accomplishments and programs for Native American special education students.

Individuals invited to the briefing forum were identified through recommendations from Advisory Committee members, through personal and telephone interviews, and by referrals from a variety of other sources. A main objective was to hear from persons with responsibilities, experiences, and viewpoints related to the topic of the forum.

The forum was especially timely because it coincided with the completion of the final report of the U.S. Department of Education (DOE), Indian Nations at Risk Task Force, "Indian Nations at Risk: An Educational Strategy for Action," which was also concerned with special problems faced by Native American students. That report enumerated a number of factors that affect the types of education Native American students receive and that coincided with issues raised at the Advisory Committee's North Dakota forum. Some concerns mentioned included unfriendly school climates that fail to encourage and promote academic, social, and cultural development; curriculum presented from a Western (European) perspective; the ignoring of Native American perspectives; low expectations for Native American students by administrators and teachers, and the use of low ability tracks that result in poor academic achievement; teachers with inadequate skills and training to teach Native American children effectively; and few Native American educators to serve as role models. New developments and findings concerning Fetal Alcohol Syndrome (FAS) and Fetal Alcohol Effect (FAE), which may disproportionately impact Indian children and affect their educational needs and the type of training required for teachers and program administrators, are also relevant to the Advisory Committee's study.

Fifteen individuals participated in the Bismarck forum representing a wide variety of experiences and viewpoints from State and Federal agencies, school districts, education associations, community organizations, advocacy groups, parents, and interested citizens.[1]

—Dr. Clarence Bina, Director of Special Projects, North Dakota Department of Public Instruction

—Dr. Jim Davis, Past President, North Dakota Indian Education Association

—Dr. Ramona DeCoteau, Assistant Professor for Elementary Education, Moorhead State University, Moorhead, Minnesota

—Ms. Teresa Delorme, Coordinator of Race and National Origin, North Dakota Department of Public Instruction

—Mr. David Gipp, President, United Tribes Technical College

1 Participants in the forum were:

—Ms. Connie Glasser, Secretary of Parent Committee Board, Indian Education Programs, Bismarck Public School District

—Dr. Gary W. Gronberg, Director of Special Education and School Improvement, North Dakota Department of Public Instruction

—Dr. Lowell Jensen, Administrator, Bismarck Public School District

—Ms. Cheryl Kulas, Director, Indian Education, North Dakota Department of Public Instruction

—Ms. Peggy Lutovsky, Community Education Coordinator, North Dakota Protection and Advocacy Project

—Ms. Brenda K. Oas, Assistant Director of Special Education, North Dakota Department of Public Instruction

—Ms. Deborah Painte, Executive Director, North Dakota Indian Affairs Commission

—Dr. AnnMaria Rousey, Director of Research, North Dakota Center for Disabilities and Project Director, Developmental Disabilities of Native Americans Project, Minot State University

—Mr. Ramon Villareal, Director, Compliance and Enforcement Division, Office for Civil Rights, U.S. Department of Education, and

—Ms. Bernadene Young Bird, Administrator, Tribal Education Department, Three Affiliated Tribes, Fort Berthold Indian Reservation

—Mr. Leland R. Davis, Counselor, Special Education Department, Turtle Mountain Community School, Turtle Mountain Indian Reservation, and

—Mr. Ken Billingsley, Standing Rock Sioux Tribe, Standing Rock Indian Reservation. Collectively, they provided the Advisory Committee members with much information and many statistics concerning Native American students and how they fit into special education programs in North Dakota. Time was allocated in an open session to allow members of the general public to participate.

This report, with information submitted by participants in the Bismarck forum and gathered by staff through interviews and other research, is intended to provide a better understanding of the extent to which Native American students are accorded equal treatment in North Dakota's special education program. Hopefully, this information will lead to the introduction of new approaches and procedures for fairly evaluating, assessing, placing, and educating Native American students in North Dakota. The report will be useful to school districts, reservations, State agencies, and institutions of higher education in planning and developing programs, and will inform parents, community organizations, and the general public as to steps necessary to ensure that Native American special education students have equal opportunity in North Dakota's public school system.

Contents

1. **Introduction** 1
   Native American Demographics 1
   North Dakota Special Education Programs 1

2. **Special Education Assessment and Enrollment** 6
   Statistics 6
   Evaluation and Placement 11
   Parental Involvement 16
   Early Childhood Tracking 17

3. **Teacher Recruitment and Training** 18
   Teacher Availability 18
   Teacher Training 21

4. **Funding** 24

5. **Complaints, Compliance Reviews, and Enforcement** 28
   The North Dakota Protection and Advocacy Project 28
   The DPI Special Education Office 29
   The Office for Civil Rights of the U.S. Department of Education 29

6. **Findings and Recommendations** 32

Tables

1.1 Special Education Child Count, All North Dakota Special Education Units, December 1, 1989 2
2.1 Comparison of Students Receiving Special Education Services to Total School Enrollment in North Dakota Schools 8
2.2 North Dakota Special Education Units with Overrepresentation of Native Americans, December 1, 1991 9
2.3 North Dakota Special Education Units with Underrepresentation of Native Americans, December 1, 1991 9
2.4 Special Education Enrollment by Grade, Bismarck Public Schools, 1990–1991 10
2.5 Special Education Students Served, Bismarck Public Schools, 1990–1991 10
2.6 Proportion of Native American Students in Bismarck School District Special Education, 1990–91 10
3.1 North Dakota Full-Time Education Personnel by Position and Race, 1990–1991 19
3.2 North Dakota Part-Time Education Personnel by Position and Race, 1990–1991 20
4.1 Bismarck Public Schools General Fund, 1991–1992 Budget, Instruction—Special Education 25

4.2 Special Education Expenditures and Revenues, 1984–1990,
North Dakota Department of Public Instruction 26

Appendices

I. North Dakota's Five Largest Cities and Native American Reservations 35
II. North Dakota Department of Public Instruction, Mission, Goals, and Beliefs 36
III. North Dakota Special Education Administrative Units 37
IV. Table A.1: Native American Enrollment in North Dakota Schools, 1991–1992 .. 40

1. Introduction

Native American Demographics

According to 1990 figures released by the U.S. Department of Commerce, Bureau of the Census, North Dakota's population is 638,800. Native Americans make up the largest minority group in the State, at 25,917 people or 4.0 percent of the total population. They live on five Indian reservations (Fort Berthold, Sisseton, Standing Rock, Fort Totten, and Turtle Mountain) in North Dakota as well as in cities and small communities across the State (see appendix I). On each of these reservations except Sisseton, there are different combinations of school systems, including public schools, private schools, Bureau of Indian Affairs schools, or schools cooperatively administered by the tribe and a public school district.

Many American Indian families migrate between their home reservation and cities throughout the State on a regular and frequent basis seeking employment opportunities and a better quality of life. However, cultural differences and the scarcity of jobs often force families to return to the reservation. This process may be repeated several times and negatively impact the educational achievements of Indian youth, regardless of their ability. Several effects of this migratory pattern of some Native American families were discussed by educators who work in North Dakota educational systems. These include inadequate monitoring of students to ensure they are actually enrolled within a reasonable period of time into the school indicated on their transfer request, inappropriate placement because of the absence of school records, and gaps in enrollment that may cause some children to miss significant sections of classroom work.

North Dakota Special Education Programs

The term "special education" means "specially designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child, including classroom instruction . . . and instruction in hospitals and institutions."[1] Within special education, "handicapped children" are classified by the North Dakota Department of Public Instruction into the following categories: trainable mentally handicapped (TMH), educable mentally handicapped (EMH), hearing impaired, deaf, speech impaired (or speech/language impaired), visually impaired, seriously emotionally disturbed, orthopedically handicapped, other health impairment, specific learning disabilities, and deaf/blind.[2]

Most students in North Dakota's special education programs fall into two categories: speech impaired and specific learning disabilities (see table 1.1). Following Federal definitions used by the State, speech impaired is a "communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a child's educational performance."[3] "Specific learning disability" means:

> A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in

1 34 C.F.R. § 300.14(a)(1) (1992).

2 State of North Dakota Department of Public Instruction, *Special Education Annual Report*, 1989–1990.

3 34 C.F.R. § 300.5(b)(10) (1992).

TABLE 1.1
Special Education Child Count, All North Dakota Special Education Units, Dec. 1, 1989

	Child Count by Age Group					
Category	**3-5**	**6-11**	**12-17**	**8-21**	**Total**	**Percent of total**
Trainable mentally handicapped	32	136	149	99	416	3.30
Educable mentally handicapped	72	395	530	136	1,133	8.98
Hearing impaired	19	63	58	6	146	1.16
Deaf	2	3	0	0	5	.04
Speech/language impairment	975	3,271	360	13	4,619	36.62
Visually impaired	6	35	19	4	64	.51
Seriously emotionally disturbed	17	153	284	24	478	3.79
Orthopedically handicapped	43	65	26	12	146	1.16
Other health impairment	34	43	19	8	104	.82
Specific learning disability	82	2,059	2,987	374	5,502	43.62
Totals	1,282	6,223	4,432	676	12,613	100.00

Source: North Dakota Department of Public Instruction, *Special Education Annual Report, 1989-1990.*

an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain disfunction, dyslexia, and developmental aphasia.[4]

The term *does not* apply to children who "have learning problems that are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage."[5] Yet several participants in the forum alleged that Indian students are often placed in special education programs because of environmental, cultural, or economic factors.[6]

The Education For All Handicapped Children Act of 1975 (Handicapped Children Act), as amended,[7] is meant:

> to assure that all handicapped children have available to them a free appropriate education which is specifically designed to meet their needs, to assure that the rights of handicapped children and their parents are protected, to assist states in providing for the educa-

4 *Id.* § 300.5(b)(9).

5 *Id.*

6 Dr. AnnMaria Rousey, director of research at the North Dakota Center for Disabilities and project director for the Developmental Disabilities of Native Americans Project at Minot State University, Transcript of the briefing forum conducted by the North Dakota Advisory Committee in Bismarck, ND, Dec. 13, 1991 (hereafter cited as *Transcript*), pp. 11, 13–16; Dr. Jim Davis, past president of the North Dakota Indian Education Association, *Transcript*, p. 67; Dr. Lowell Jensen, administrator of the Bismarck Public School District, *Transcript*, pp. 129, 130, 133–134; Brenda Oas, assistant director of special education and school improvement for the North Dakota Department of Public Instruction, *Transcript*, p. 213; David Gipp, president of the United Tribes Technical College, *Transcript*, p. 174.

7 Codified primarily in 20 U.S.C. §§ 1411–1420 (1988).

tion of all handicapped children, and to assess and assure the effectiveness of efforts to educate handicapped children.[8]

This law requires adherence to specific Federal regulations that must be followed to assure that free and appropriate programs are made available to all handicapped students.[9]

The North Dakota Department of Public Instruction (DPI) has established program plans to assure the State's compliance with this law and has "assumed responsibility for all handicapped students who receive their special education and related services in public schools, State operated schools, institutions and other public agencies."[10] Furthermore, the DPI has affirmed the specific goal of providing full educational opportunity to all handicapped children ages 0–21 by the year 2000.[11] A statement of the overall mission, goals, and beliefs of the department, which was adopted in August 1991, is attached as appendix II. As a component of North Dakota's system of care for children and adolescents at risk, special education is committed "to providing services in an environment and a manner that enhances the personal dignity of children and families, [and] respects their wishes and goals. . . ."[12] The 1983 State legislature mandated that special education services be available to all 3-through 5-year-old handicapped children beginning the fall of 1985.[13] North Dakota Century Code 25–16–0 established that special education services to handicapped children ages 0 through 2 is the responsibility of the North Dakota Department of Human Services.[14] The DPI is responsible for assuring that all children residing in North Dakota who are in need of special education and related services are identified, located, and evaluated.[15]

As a result of the Developmental Disabilities Assistance and Bill of Rights Act,[16] as amended, in order for the State to receive Federal financial assistance for developmental disability programs, the North Dakota Protection and Advocacy Project was established and required to develop "a system to advocate for and protect the legal rights of its citizens with developmental disabilities." This program now includes disability advocates in each of the eight regions of the State and at the developmental center at Grafton.[17]

In the DPI plan for implementing the Handicapped Children Act, responsibility for the education of all handicapped students is placed upon individual school districts.[18] The school district is responsible for:

---

8 North Dakota Department of Public Instruction, *Annual Program Plan for Fiscal Years 1990–1992, Part B*, January 1989, p. xii.

9 Ibid., app. F–3.

10 Ibid., p. 1.

11 Ibid., p. 2; N.D. Cent. Code ch. 25–16 (1989); N.D. Cent. Code § 15–59–02.1 (Supp. 1991).

12 North Dakota Governor's Committee on Children and Youth, *Directory of Services for Children and Youth*, 1991, p. vii.

13 North Dakota Department of Public Instruction, *Annual Program Plan For Fiscal Years 1990–1992, Part B*, p. 2.

14 Ibid., p. 3.

15 Ibid., p. 5.

16 The portion of the act requiring the adoption of protection and advocacy systems is 42 U.S.C. § 6042 (West Supp. 1992). This provision, enacted in its original form in 1975, required that each State or other jurisdiction receiving Federal funding for persons with developmental disabilities establish an independent entity with authority to pursue appropriate remedies for the protection of individuals with developmental disabilities.

17 Peggy Lutovsky, community education coordinator for the North Dakota Protection and Advocacy Project, *Transcript*, pp. 48–49.

18 North Dakota Department of Public Instruction, *Annual Program Plan For Fiscal Years 1990–1992*, app. B–2.

BEST COPY AVAILABLE

—arranging and locating financial resources. . . .
—initiating development of the students' individual education programs. . . .
—monitoring and reporting to the students' parents any significant change in the students individual education program.
—make a commitment and establish a plan to provide full educational opportunity for all handicapped children in the district.[19]

In order to receive State special education funds, all special education programs must have prior approval from the DPI director of special education.[20] Furthermore, the DPI is responsible for monitoring the efforts of North Dakota schools to provide special education to all handicapped children.[21]

Within the DPI, the division of special education is made responsible for the general supervision of special education programs in public school districts, including those administered by any other public or private agency. The division assists school districts in the development and administration of special education programs, establishes standards, and provides for the certification of schools, teachers, and facilities. Special education administrative units throughout the State provide the actual education services to identified handicapped students.[22] There are 31 such special education units in North Dakota that are predominantly multidistrict, cooperative intermediate education units that are made up from 2 to 30 local school districts. A list of these school districts and their locations is included in appendix III. Seven school districts in the State are classified as single-district units. These single-district units range in size from a total school population of 150 to 10,500 students. The Bismarck School District, with a student population of approximately 10,000, is one example.[23]

Special education programs on Indian reservations are provided by the Bureau of Indian Affairs (BIA), in schools administered by BIA, as well as by public schools.[24] Public schools on the reservations are served by the multidistrict special education units on a contract basis. Some of these schools may be located at a considerable distance from the special education unit office. For example, on the Fort Berthold Reservation in western North Dakota, the school in Mandaree is served by the Wilmac Office in Williston, which is 100 miles away. Schools in Whiteshield, Parshall, and New Town are served by the Souris Office in Minot, which is 70–100 miles away. Twin Buttes is served by the West River Office in Dickinson, which is 60 miles away.[25] Brenda Oas, assistant director of special education and school improvement for the North Dakota Department of Public Instruction, indicated that there are problems involved with the provision of special education services to Native Americans.[26] It is apparent that this is especially true for Native Americans living on reservations. Distances to the special education units mentioned above present one such problem in providing services.

---

19 Ibid.

20 Ibid.

21 Ibid., F–3.

22 North Dakota Governor's Committee on Children and Youth, *Directory of Services for Children and Youth*, 1991, p. 75.

23 Brenda Oas, assistant director of special education, North Dakota Department of Public Instruction, *Transcript*, pp. 210–11.

24 Ibid., pp. 225, 226.

25 Bernadene Young Bird, administrator, Tribal Education Department, Three Affiliated Tribes, Fort Berthold Reservation, *Transcript*, p. 150.

26 *Transcript*, p. 211

Research is lacking on the educational needs of Indian children. Bernadene Young Bird, administrator of the tribal education department on the Fort Berthold Reservation, reported that the State has not taken the responsibility for conducting research and analyzing their problems.[27] Data that do exist indicate that Indian adolescents have more serious problems with regard to learning disabilities than the U.S. all-races population.[28] Brenda Oas believes that only a small percentage of people in North Dakota are truly sensitized to the needs and issues that are faced by Native Americans.[29]

---

27 *Transcript*, p. 156.

28 U.S. Congress, Office of Technology Assessment, *Indian Adolescent Mental Health* OTA-H-446 (Washington, DC: U.S. Government Printing Office, January 1990), p. 1.

29 *Transcript*, p. 224.

2. Special Education Assessment and Enrollment

Statistics

Assessment of the special education needs and the extent to which they are addressed in North Dakota special education programs is hampered by the lack of an adequate statistical base. Cheryl Kulas, director of Indian education for the North Dakota Department of Public Instruction, said that one of the many needs regarding Indian education in North Dakota is the collection of appropriate data by race, gender, and sex.[1] Bernadene Young Bird, Administrator for the tribal education department of the Three Affiliated Tribes on the Fort Berthold Indian Reservation, stated flatly that a data base on Native American children is nonexistent.[2] Deborah Painte, executive director of the North Dakota Indian Affairs Commission, indicated that the lack of these data makes it difficult to assess the causes of Native American special education problems, especially the degree to which alcohol and substance abuse may be a contributory factor.[3] She argues that there needs to be a statewide, collaborative effort by State agencies. Some agencies do collect overall statistics, but it is difficult to extract specific data on Native Americans.[4]

The North Dakota Department of Public Instruction, concerned about the lack of useful data, is currently in the process of revising procedures for collecting and reporting student data. A data collection and reporting committee has been established to assist in the identification of data elements. These would include race and ethnicity, primary home language, limited English proficiency (LEP) status, special education evaluation status, attendance and absenteeism, disciplinary actions, withdrawal, dropout, and truancy records, and end of the year status.[5] Implementation of such data collection by all school districts, Cheryl Kulas said, will help to identify some of the inequities that seem to be pervasive in the education of American Indian students throughout the State.[6]

The Handicapped Children Act does require an annual child count, which is done by DPI. Until the 1990–91 school year, however, the data did not include racial classifications. Furthermore, the annual count was only for children enrolled in public schools and did not include those in Bureau of Indian Affairs or tribal schools.[7] Jim Davis, past president of the North Dakota Indian Education Association, said that approximately 90 percent of Indian children are educated in public schools with the remaining 10 percent in BIA schools.[8]

The Department of Public Instruction provided data showing that the total enrollment in all North Dakota schools for the 1991–1992 school year (including public, nonpublic, BIA, and State institutional schools) was 127, 563. Native American students accounted for 8,747,

1 Transcript of the briefing forum conducted by the North Dakota Advisory Committee in Bismarck, ND, Dec. 13, 1991 (hereafter cited as *Transcript*), p. 247.

2 Ibid., p. 156.

3 Ibid., p. 99.

4 Ibid.

5 Cheryl Kulas, *Transcript*, pp. 248–49.

6 Ibid., p. 249.

7 Brenda Oas, *Transcript*, pp. 211–12.

8 *Transcript*, p. 12.

or 6.9 percent of this total. These data are compiled by the individual schools shown in table A.1 (see appendix IV) and by the special education units listed in table 2.1. Table 2.1 also shows that 6.6 percent of students receiving special education services from the DPI are Native American. Data on Native American students receiving special education services from the BIA are not available and, therefore, not included in this table.

Table 2.1 shows that in some special education units the proportion of Native Americans receiving special education services is higher than their proportion in the student bodies that make up the special education units. Units with overrepresentation are listed in table 2.2. Table 2.1 also shows that Native Americans are underrepresented among those receiving special education services in some special education units. Units with underrepresentation are in table 2.3. Dr. Rousey reported that the percentage of Native American students enrolled in North Dakota special education programs also varies widely with specific schools, ranging up to 44 percent of student enrollment.[9] Brenda Oas estimated that, in schools from which she had requested information, 13 to 30 percent of Native American students are enrolled in special education.[10]

The State's largest school district is Bismarck, which had a total enrollment of 10,739 students during the 1990–91 school year. As shown in table 2.4, 7.8 percent of those students were enrolled in special education. This percentage ranged from 4.1 percent of students in grade 12 to 11.3 percent in grade 3. These statistics are categorized by student age and specific impairment in table 2.5. Students classified as being "learning disabled" formed the largest category. Forty-four percent of the students receiving special education services were in this category.

Table 2.6 shows the proportion of Native American students in the Bismarck School District special education program. The percentage of students enrolled in Bismarck's special education program (7.8 percent) is higher than those in special education programs statewide (6.6 percent). Lowell Jensen, administrator of the Bismarck Public School District, said that this could be partly explained by the high quality of the Bismarck special education program and its comprehensive nature, which results in numerous referrals from other districts in North Dakota.

The statistics also show that 27 percent of the Native American students enrolled in the Bismarck schools are in special education, more than three times the proportion (7.7 percent) that would be expected from overall enrollment figures. Dr. Jensen was at loss to explain this large disparity, but said that he would be the first to admit that the reasons for it need to be determined, though he knew of no current plan to do so.[11] He said also that some of the disparity may be due to misplacement of Native American students in special education because of culture bias in testing instruments or a lack of sensitivity to cultural differences, but that he did not believe that this happened frequently.[12]

Not only do statistics from specific school districts in North Dakota show overrepresentation of Native American students in special education programs, general observations and informal comparisons give indication that such placements for American Indian students are at a much higher level than for other groups.[13] Special education personnel in individual districts typically indicate concerns about overrepresenta-

---

9 Ibid.

10 *Transcript*, p. 213.

11 *Transcript*, p. 134–35.

12 Ibid., pp. 130, 134.

13 Teresa Delorme, coordinator, Race and National Origin, North Dakota Department of Public Instruction, *Transcript*, p. 192.

TABLE 2.1
Comparison of Students Receiving Special Education Services to Total School Enrollment in North Dakota Schools

Special education unit	Total enrollment in all schools 1991-1992			Special education students served by the DPI, Dec. 1, 1991		
	Total enrolled	Native American	Percent Native American	Total served	Native American	Percent Native American
02727 Sheyenne Valley	3,161	7	0.2	365	0	0.0
03736 Fort Totten *	536	409	76.0	29	29	100.0
05726 Peace Garden	3,831	836	21.8	596	87	14.6
08702 Burleigh County	366	7	1.9	58	1	1.7
08711 Bismarck *	12,291	471	3.8	963	81	8.4
09717 Rural Cass	1938	6	0.3	208	0	0.0
09730 Fargo	11,871	206	1.7	819	6	0.7
09734 West Fargo	4,410	60	1.4	371	1	0.4
12738 Divide County	427	0	0.0	28	0	0.0
14712 East Central	1,155	80	6.9	178	3	1.7
15722 Emmons County	847	1	0.1	142	0	0.0
18733 Grand Forks	10,026	331	3.3	1071	37	3.5
18800 School for the Blind	18	4	22.2	15	5	33.3
21709 South West	3,076	40	1.3	152	1	0.7
23724 Dickey/LaMoure	2,200	10	0.5	171	4	2.3
24718 South Central	1,958	0	0.0	180	0	0.0
29715 Oliver/Mercer	2,713	70	2.6	226	1	0.4
30725 Morton *	6,211	1,107	17.8	737	201	27.3
30800 State Industrial School	60	25	41.7	0	0	0.0
31706 Northern Plains	1,152	153	13.3	123	0	0.0
34707 Pembina	2,107	102	4.8	269	0	0.0
36714 Lake Region	7,245	635	8.8	672	89	13.2
36800 School for the Deaf	42	9	21.4	45	10	22.2
39728 South Valley	3,354	8	0.2	346	1	0.3
39737 Wahpeton *	2,129	267	12.5	202	10	5.0
40719 Turtle Mountain *	2,099	2,002	95.4	17	16	94.1
45701 West River *	2,200	82	3.7	308	10	3.2
45735 Dickinson	4,647	41	0.9	379	1	0.3
47405 Anne Carlsen	51	4	7.8	10	1	10.0
47415 VesslAmor	7	0	0.0	1	0	0.0
47721 Buffalo Valley	4,175	43	1.0	436	0	0.0
49723 Griggs/Steele/Traill	2,778	15	0.5	177	3	1.7
50729 Upper Valley	4,609	24	0.5	491	8	1.6
50800 State Developmental Ctr.	6	1	16.7	8	2	25.0
51401 Boys Ranch	35	8	22.9	0	0	0.0
51708 Souris Valley *	15,449	1,014	6.6	1772	171	9.7
52705 Lonetree	2,190	12	0.5	298	0	0.0
53720 Wilmac *	6,193	656	10.6	613	50	8.2
TOTALS	127,563	8,746	6.9	12,476	829	6.6

* Total enrollment statistics for these special education units include BIA schools (see Table XI).

Source: Compiled from information from the North Dakota Department of Public Instruction (DPI) submitted by Dr. Ronald M. Torgeson, Director of Management Information and Research, Sept. 8, 1992; and by Dr. Gary Gronberg, Director of Special Education, Aug. 24, 1992.

TABLE 2.2
North Dakota Special Education Units with Overrepresentation of Native Americans, Dec. 1, 1991

Special education unit	Native American enrollment in all schools	Native American special education students served by the DPI
03736 Fort Totten	76.0%	100.0%
08711 Bismarck	3.8	8.4
18800 School for the Blind	22.2	33.3
23724 Dickey/LaMoure	0.5	2.3
30725 Morton	17.8	27.3
36714 Lake Region	8.8	13.2
47405 Anne Carlsen	7.8	10.0
49723 Griggs/Steele/Traill	0.5	1.7
50729 Upper Valley	0.5	1.6
50800 State Developmental Center	16.7	25.0
51708 Souris Valley	6.6	9.7

Source: Compiled from table 2.1.

TABLE 2.3
North Dakota Special Education Units with Underrepresentation of Native Americans by One Percent or More, Dec. 1, 1991

Special education unit	Native American enrollment in all schools	Native American special education students served by the DPI
05726 Peace Garden	21.8%	14.6%
09730 Fargo	1.7	0.7
09734 West Fargo	1.4	0.4
29715 Oliver/Mercer	2.6	0.4
30800 State Industrial School	41.7	0.0
31706 Northern Plains	13.3	0.0
34707 Pembina	4.8	0.0
39737 Wahpeton	12.5	5.0
40719 Turtle Mountain	95.4	94.1
47721 Buffalo Valley	1.0	0.0
51401 Boys Ranch	22.9	0.0
53720 Wilmac	10.6	8.2

Source: Compiled from table 2.1.

TABLE 2.4
Special Education Enrollment by Grade, Bismarck Public Schools, 1990-1991

Grade	Total enrollment	Special education enrollment	Percent in special education
K	869	46	5.3
1	921	63	6.8
2	811	78	9.6
3	950	107	11.3
4	901	82	9.1
5	885	77	8.7
6	828	72	8.7
7	788	77	9.8
8	837	57	6.8
9	752	61	8.1
10	743	36	4.9
11	771	59	7.7
12	683	28	4.1
Totals	10,739	843	7.8

Source: Dr. Lowell Jensen, Administrator, Bismarck Public School District, Dec. 13, 1991.

TABLE 2.5
Special Education Students Served, Bismarck Public Schools, 1990-1991

Impairment	Number	Percent	Age	Number	Percent
Trainable retarded	43	5	3-5	84	10
Educable retarded	82	9	6-11	472	54
Hearing impaired	11	1	12-17	282	32
Deaf	2	0	18-21	37	43
Speech/language	300	34			
Visually impaired	11	1			
Emotionally disturbed	15	2			
Orthopedically handicapped	14	2			
Other health impaired	14	2			
Learning disabilities	383	44			
Totals	875	100		875	100

Source: Dr. Lowell Jensen, Administrator, Bismarck Public School District, Dec. 13, 1991.

TABLE 2.6
Proportion of Native American Students in Bismarck School District Special Education, 1990-1991

Percent of all North Dakota students who are in special education	6.6
Percent of all Bismarck district students who are in special education	7.8
Percent of Bismarck district students who are Native Americans	2.2
Percent of Bismarck district special education students who are Native American	7.7
Percent of Bismarck district Native American students who are in special education	27.0

Sources: Information provided by Brenda Oas, Assistant Director of Special Education and School Improvement, North Dakota Department of Public Instruction, *Transcript*, p. 212; Dr. Lowell Jensen, Administrator, Bismarck Public School District, *Transcript*, pp. 124-25; and table 2.1.

tion by Native American students because a substantial number of placements are known to be questionable.[14] Bernadene Young Bird, for example, said that it is a given that Native American children are being misdiagnosed and misplaced.[15] David Gipp, president of the United Tribes Technical College, underscored his belief that there is no valid reason why participation of Indian children in special education should be two or three times as high as for non-Indian children.[16]

Evaluation and Placement

The disproportionately high number of minorities in low-ability or special education classes is not unique to North Dakota. The General Accounting Office (GAO) reported that this is the situation in more than half of the Nation's school districts.[17] The concentration of minority students in lower ability and special education programs has led to congressional concern about student resegregation resulting from discrimination within schools, which is often caused by the inappropriate use of student assignment practices.[18]

Some participants in the Bismarck forum indicated that the students may be placed in special education programs for other than the criteria specified in the Federal categories for handicapping conditions. Brenda Oas illustrated how different types of learning problems may be lumped together in special education by describing a monitoring visit to a single district reservation program to determine compliance with the Handicapped Children Act.[19]

In this district, 20 students were in special education services, about 13 percent of the total school population, which is about 3 percent higher than percentages statewide. Six of these students were easily distinguished as meeting criteria under one of the Federal categories of handicapping conditions. Four of the remaining 14 were more appropriately identified as socially maladjusted or conduct disordered, neither categories under the Handicapped Children Act. Five were identified as fetal alcohol syndrome students, which does not fit any of the handicap categories in the act. Three of the students have significant environmental concerns that ruled out a disability, but which were probably the reason why the students were having difficulties in the educational system. Two of the students have been placed in other school districts and were questionable as to having a disability.[20]

All 20 students had significant remedial needs, but only 6 could legitimately be classified as learning disabled. All 20 students were assessed as being learning disabled because exclusions for other factors were not considered. These exclusions typically include vision or hearing impairment, language differences, or environmental, cultural, or economic disadvantages, any of which may make a student appear to have a learning disability.[21] Some parents may actually want their children who are having learning problems to be placed in programs for the learning disabled as there is not the stigma attached to learning disability that there is in other programs.[22] Ms. Oas said that these difficulties in

---

14 Brenda Oas, *Transcript*, p. 213.

15 *Transcript*, p. 155.

16 Ibid., p. 174.

17 *Education Daily*, vol. 24, no. 142, Alexandria, VA, July 24, 1992.

18 U.S. General Accounting Office, *Within School Discrimination: Inadequate Title VI Enforcement by the Office for Civil Rights*, GAO/HR1-91-85, July 22, 1991; for further information see the text accompanying notes 12–17 in chap. 5.

19 *Transcript*, pp. 214–15.

20 Ibid., pp. 214–16.

21 Ibid., p. 216.

22 Ibid., pp. 227–28.

assessment are evident in nonreservation schools as well, but particularly so in situations involving Native Americans.[23]

Program administrators do not dispute the possibility that Native American children are placed in special education programs for the wrong reasons.[24] Such misdiagnosis can result in a distorted labeling of a child as being handicapped with a potentially lifelong negative effect.[25] Such labeling can have a negative effect on self-concept and result in the development of a dependent attitude.[26]

During the Advisory Committee's forum, problems with testing procedures, social and cultural insensitivity, and racial bias were all identified as factors in the misdiagnosis of students who may be enrolled in special education programs. Formal testing is used with the hope that trained persons in the school districts will go beyond the testing in making the assessment.[27] Still, there has been an overreliance on achievement scores and the lack of the use of culturally relevant assessments.[28] Tests are used to determine if deficits in intellectual ability and adaptive behavior will result in a mentally handicapped identification.[29] Historically, a large percentage of American Indian students have done poorly in the language arts area on standardized tests, and those who score significantly below national norms are at risk of being placed in special education programs because they seem to fit the learning disabilities criteria.[30] Ramona DeCoteau is concerned about such use of test scores for Native American children, particularly in the area of humanities. She said, for example, that students may be expected to answer questions about Bach who have no idea who he is.[31] It is typical that Native American students are a very small segment of national norming samples for testing instruments if they are represented at all. In North Dakota, the Turtle Mountain special education unit has initiated a project to renorm some of the reference tests for the local Native American student population and thus alleviate some of their misdiagnosis as learning disabled.[32]

Research by the Department of Public Instruction revealed that 80 percent of the special education teachers interviewed thought they had children in their classes who were there due to environmental or social disadvantage rather than because of a disability.[33] Yet Federal law specifies that the definition of learning disability must not include visual or motor impairment, or social, cultural, or economic disadvantage.[34] David Gipp points out that it is very difficult to factor those causes out and lists as a major concern the fact that methods are not in place to determine whether Indian children who appear to require special education are placed in programs without

---

23 Ibid., p. 217.

24 Dr. Lowell Jensen, *Transcript*, p. 137.

25 Dr. Ramona DeCoteau, *Transcript*, p. 36.

26 David Gipp, *Transcript*, p. 32.

27 Bernadene Young Bird, *Transcript*, p. 155.

28 Cheryl Kulas, *Transcript*, p. 255.

29 Dr. AnnMaria Rousey, *Transcript*, pp. 9, 10.

30 Teresa Delorme, *Transcript*, pp. 194–95.

31 *Transcript*, p. 47.

32 Brenda Oas, *Transcript*, p. 220.

33 Dr. AnnMaria Rousey, *Transcript*, p. 11.

34 Ibid.; 34 C.F.R. § 300.5(b)(9) (1992).

due regard to social and cultural differences.[35] Teachers and administrators who lack awareness of cultural differences are likely to assume that children with such differences are slow learners and place them in special education programs.[36]

Teresa Delorme illustrated how cultural differences, specifically beliefs and practices of American Indians, may differently "affect communication skills and therefore [result in their being] misplaced in special education." During early preschool years, all aspects of American Indian children's development keep pace with their white counterparts. This rapid growth continues on into the primary grades. However, near the end of the second grade or beginning of third grade, a crossover effect occurs. The average American Indian child loses ground academically, most evidently in the language arts area. Language development is considered the primary factor that contributes to this phenomenon and is seen as the reason for poor performance in other areas.[37]

In response to a question, AnnMaria Rousey estimated that 20 percent of the misplacement of Native American students in special education programs results from racial bias.[38] This is despite DPI policy, which in conformity with Federal law, specifies that any "testing and evaluation materials and procedures utilized for the purposes of evaluation and placement of handicapped children will be selected and administered so as not to be racially or culturally discriminatory."[39] But, according to Brenda Oas, students are misdiagnosed because procedures for nondiscriminatory assessment are not followed.[40] At the other extreme, Ms. Oas said that there are teachers who, for fear of being accused of discrimination, will not place any Native American children in special education, but rather place them in remedial programs that might not be what they need at all.[41] Accurate diagnosis, she said, requires that nondiscriminatory procedures be followed, that culture, environment, and economic factors all be looked at together, and that remedial, educational and mental health needs all be considered.[42]

Leland Davis also argued that the assessment process does not work the way it is supposed to. He said that social, cultural, and economic factors are not always addressed, and special education becomes a dumping ground. Children are placed there who could be worked with in regular education programs.[43] Slow learners end up in special education programs because there are no other places for those students in the school system. Students who have been diagnosed as having conduct disorder, or behavioral problems in general, get put into the "ED program," a program for the emotionally disturbed. Students who are diagnosed as FAS or FAE show up in special education programs rather than in treatment programs that they need.[44] At least part of

---

35 *Transcript*, pp. 172, 175.

36 Dr. Jim Davis, *Transcript*, p. 75.

37 *Transcript*, p. 193.

38 *Transcript*, p. 30.

39 20 U.S.C. § 1412(5)(C) (1988); 34 C.F.R. §§ 300.530–300.534 (1992); North Dakota Department of Public Instruction; *Annual Program Plan for Fiscal Years 1990–1992, Part B*, p. 27.

40 *Transcript*, p. 236.

41 Ibid., pp. 225–26.

42 Ibid., p. 236.

43 Ibid., p. 286.

44 Ibid., pp. 288–91.

the problem is that there is a lack of appropriate services within schools to address the various needs of Native American students.[45]

In its annual program plan, the Department of Public Instruction has devised an elaborate set of regulations to assure that procedures used in the evaluation and placement of handicapped children are not racially or culturally discriminatory and that special education students are properly classified.[46] These are as follows:

1. Evaluations are made by a multidisciplinary team or a group of persons including at least one expert in the area of suspected disability.
2. Each child is assessed in all areas related to the suspected disability.
3. No single test shall be used as sole criteria for placement.
4. A full and individual evaluation must occur prior to any action to:
   a. Place or deny placement of a handicapped child in a special education program.
   b. Transfer or deny transfer of a child from special education to full time regular class placement.
5. Tests and other evaluation materials are administered in the student's native language unless clearly not feasible.
6. Evaluation materials must have been validated. Evaluation materials must be recommended by their producer for the specific purpose and are administered in conformance with the instructions by certified personnel.
7. Evaluation materials are tailored to assess specific areas of educational needs and are not merely designed to provide a single intelligence quotient.
8. A child with impaired sensory, manual or speaking skills will be evaluated with materials which accurately reflect the student's aptitude and achievement level.
9. Achievement tests will not be the sole test. Other test data must be gathered and considered.
10. Interpretation of the evaluation data and subsequent educational placement will be made by a team knowledgeable about the student, the meaning of evaluation results, placement options, LRE considerations, and personnel to provide appropriate educational and related services.
11. Decisions for changes in the student's educational placement will be based on his/her current individualized education program, information relating to the student's current educational performances, and formal and informal student evaluation data which is not more than two years old.
12. Students must be formally reevaluated at least every three years. Reevaluation may occur more often at the request of teachers or parents. Revision of individualized education programs must occur at least annually.
13. In interpreting evaluation data and making placement decisions, each public agency must:
   a. Draw information from a variety of sources including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior.
   b. Ensure that information from all sources is considered in the placement decision.
   c. Ensure that information obtained from all sources is documented.
14. If the evaluation data show the student does not need instruction in a special setting, the student will not be placed outside the regular classroom.
15. If a determination is made that the child needs special education and related services, an Individualized Education Program (IEP) must be developed for the child according to the requirements of 34 C.F.R. §§ 300.340–300.349.

---

45 Brenda Oas, *Transcript*, p. 213.

46 North Dakota Department of Public Instruction, *Annual Program For Fiscal Years 1990–1992, Part B*, pp. 27–28.

Furthermore, the DPI annual program plan also specifies procedures for monitoring special education units to assure adherence to its protection-in-evaluation policy.[47] These procedures, listed below, require an evaluation or audit of each special education unit every 5 years relative to their adherence to the policy.

1. Each agency engaged in evaluation of children will file annually with the Department of Public Instruction an assurance of adherence to the protection in evaluation policy.
2. Each agency or institution will have records available to the Department of Public Instruction for review at the agency or institution site.
3. One-fifth of the special education units will be evaluated annually relative to their testing and evaluation policies and procedures as a part of the special education unit monitoring activities.
4. Each special education unit submitting a program plan under Part B will be required to describe in detail their protection in evaluation policy and procedures.
5. The Department of Public Instruction assures that each special education unit complies with the protection in evaluation policy and procedures including conducting an evaluation of the child under 34 C.F.R. §§ 300.532 and 300.534(b).
6. The Department of Public Instruction assures that each special education unit reviews each child's IEP in accordance with 34 C.F.R. §§ 300.340–300.349.

The DPI annual program plan requires that parents be given a written notice, "in common understandable language and in the parents' native language unless clearly not feasible" prior to any change in the evaluation or placement of their child.[48] If parents disagree with the evaluation of their child, they have a right to an independent educational evaluation at public expense.[49] The results of this must be considered in any decision on the education program for a handicapped child.[50] Prior to the initiation of any formal evaluation procedures, written parental consent is required.[51] Parents must also be informed of their rights to refuse permission for their child to be evaluated or to be provided special education or any related service.[52] To the maximum extent appropriate, handicapped children are required to be educated with children who are not handicapped, or in the "least restrictive environment" that "will not produce a harmful effect on the child or reduce the quality of services required."[53] Despite these requirements, a recent national survey by the U.S. Department of Education showed that 61 percent of the parents polled know little or nothing about their rights under key Federal laws.[54]

These regulations, procedures and safeguards are all set forth in the DPI annual program plan, which must be approved by the U.S. Department of Education. Special education programs administered by the Bureau of Indian Affairs must meet the same requirements and are approved in the same manner.[55]

---

47 Ibid., pp. 28–29.

48 Ibid., p. 14.

49 Ibid., p. 15.

50 Ibid., p. 16.

51 Ibid., p. 16.

52 Ibid., B–7.

53 Ibid., p. 27.

54 U.S. Department of Education, *OSERS News in Print*, vol. III, no. 4, Spring 1991, p. 3.

55 Dr. Gary Gronberg, director of special education, North Dakota Department of Public Instruction, telephone interview

Gary Gronberg, director of special education for North Dakota's Department of Public Instruction, observed that difficulties with regard to the testing and evaluation procedures for Native American students are due in part to the fact that they are not validated for North Dakota's Native American population. He also said that, though the expertise required on the multidisciplinary evaluation team is not always available locally, it may be brought in on a contract basis.[56]

The audits of special education units, done at 5-year intervals, invariably find deficiencies in compliance with the regulations. No unit has ever been found in complete compliance, though some infractions are minor, such as a missing form. Each unit is then given a list of deficiencies that must be corrected within a stated time period and is monitored by the DPI until compliance is complete.[57]

Parental Involvement

The extent and significance of the input by parents in the placement of their child was a matter of considerable discussion at the Advisory Committee's forum. Connie Glasser, secretary of the Parent Committee Board of the Indian Education Programs in the Bismarck Public Schools, is the mother of a student with a learning disability in a Bismarck school. She reported that a few Indian parents participate in decisions made regarding their children, but the majority do not. Part of the reason for this, she said, was due to the lack of transportation or a phone.[58] One teacher, alone, was chiefly responsible for decisions regarding her own [59] Lowell Jensen, however, said that in the Bismarck School District parents participate in decisions regarding their children, and their wishes taken into account strongly.[60]

But several participants in the forum believed that the number of Native American parents attending and participating in meetings with staff is not up to what it should be. Many Native American families, in general, have not previously had very good relationships with schools. Oftentimes, they feel intimidated by all the foreign terms, the teachers themselves, and do not understand the terminology used by educators. The Native American culture promotes respect for others and whatever the teacher or administrator recommends is usually taken as the gospel.[61]

In Dr. DeCoteau's experience, parents are not consulted in time by the professional people before making an assessment of a child. Her concern is that, too often, professionals give all the information about the child prior to getting information from the person who knows the child best, the parent. Or else parents are consulted in highly intimidating situations, such as in a conference of 15 other persons making negative comments about their child. She asked the Advisory Committee to imagine a meeting with staff where parents sit before 15 professionals to discuss their child's progress. In many cases, the child has already been labeled.

Almost every one of these 15 people will likely say something negative about the child and then say to the parent, "What do you have to add?" If you have a son or daughter, think about your child. And if you were in that place, after everyone has said they are functioning below average, . . .not functioning like they are expected to, this

---

with William F. Muldrow, July 31, 1992.

56 Ibid.

57 Ibid.

58 *Transcript*, p. 92.

59 Ibid., p. 94.

60 Ibid., p. 138.

61 Brenda Oas, *Transcript*, pp. 235, 236; Bernadene Young Bird, *Transcript* p. 153; Dr. Ramona DeCoteau, *Transcript*, p. 38.

child cannot read, write, or do mathematical problems, etc., and then ask yourself: What do you have to add?

The implication is that the parents would have little to say.[62]

Dr. DeCoteau explained that the procedure she follows is to ask the parents to tell her about their son or daughter, first. She tries to get as much information about the child as possible before making a formal evaluation.[63]

Brenda Oas also observed that it is difficult for persons from the majority culture to understand how frightening it may be for Indian families to come to school and sit through such a meeting.[64] Most parents, she said, are very concerned about their children and see education as a fairly positive way for them to get ahead, but overcoming their own anxieties about being involved in the education process may be just too difficult for them.[65] Deborah Painte, executive director of the North Dakota Indian Affairs Commission, suggested that her office is available to contact school officials on behalf of parents, and to help alleviate problems which they face in dealing with the school system, if parents requested that kind of assistance. No such requests have been made during her tenure in office.[66]

Early Childhood Tracking

The North Dakota early childhood tracking system (NDECTS), a joint project of the North Dakota Departments of Health, Human Services, and Public Instruction, attempts to identify risk factors in infants and young children that will help in the assessment of their needs and placement in educational programs. At school age, such factors may result in the appearance that they have learning disabilities stemming from a neurological disorder when their difficulties may stem from poor nutrition or environmental factors.[67] The purpose of the program is "to provide a coordinated system for location, identification, and monitoring of infants and young children at risk for developmental delays, which includes referral to appropriate services and follow up."[68] Participation in the program is voluntary and free to families. It involves a parent-completed questionnaire noting development in five domains and any other areas of concern parents may have.[69] Until recently, the United Tribes Technical College held a grant from the U.S. Department of Education, with funds distributed through the BIA, to initiate and facilitate such a program on an intertribal basis. This program was administrated cooperatively by the college and DPI, but has now been turned over for administration by the individual tribes in North Dakota. However, in the view of David Gipp, president of the college, money available for this purpose is inadequate to do an effective job.[70]

---

62 *Transcript*, p. 38.

63 Ibid., pp. 38, 39, 41.

64 Ibid., p. 235.

65 Ibid., p. 236.

66 Ibid., p. 100.

67 David Gipp, Transcript, p. 177.

68 North Dakota Department of Public Instruction, *North Dakota Early Childhood Tracking System*, p. 1.

69 Ibid., p. 2.

70 David Gipp, telephone interview with William F. Muldrow, Dec. 21, 1992.

3. Teacher Recruitment and Training

Teacher Availability

Tables 3.1 and 3.2 show that in North Dakota, Native Americans are greatly underrepresented among both full-time and part-time education personnel. We have seen that Native Americans make up 4 percent of the State's total population, but are only 2.3 percent of full-time education personnel. Native Americans are 6.6 percent of the students in the State's special education programs, with this figure ranging up to 44 percent in some school districts. Yet in the entire State during the 1990–91 school year there were only 2 (0.8 percent) Native American special education teachers among the total 243. There were no part-time Native American special education teachers. Dr. Jensen, administrator of the Bismarck School District, the largest in the State, said that statistics on the numbers of teaching staff who are Native American could not be immediately provided for his district as that information was not routinely kept.[1] The dearth of Native American teachers in general, and of Native American special education teachers in particular, was deplored by several participants in the Bismarck forum. It was pointed out that Native American teachers not only serve as role models who bolster a positive self-identity, but have a better chance of recognizing cultural factors and style differences for developing learning activities that better serve Indian children.[2] David Gipp listed the unavailability of Indian professionals to work with Indian children in special education as a major concern.[3]

Participants said that many of the teachers in special education programs do not have sufficient understanding of the culture, language, and socioeconomic condition of their students, and that even Native American teachers were not trained well enough.[4] Jim Davis, speaking for himself and others in Indian education, said that State teaching standards do not adequately address the needs in North Dakota, especially on Indian reservations.[5] He emphasized that, because of the greater need in terms of culture, linguistic and socioeconomic understanding, higher standards are needed for educators, teachers, support staff and paraprofessionals.[6]

According to Brenda Oas, the recruitment and retention of personnel for reservation schools is particularly acute, especially for recruitment and training of Native American teachers. Staff turnover in reservation schools is significant, she said, and there are a greater number of personnel there than elsewhere who have not completed all the training required, but are there on a temporary approval basis. The result is less qualified staff by virtue of training and experience to meet the needs of special education children.[7] Ken Billingsley, a tribal councilman on the Standing Rock Sioux Reservation, speaking of the BIA school there, said that because of the limited number of qualified, certified special

---

1 Transcript of the briefing forum conducted by the North Dakota Advisory Committee in Bismarck, ND, Dec. 13, 1991 (hereafter cited as *Transcript*), p. 140.

2 Dr. Jim Davis, *Transcript*, p. 70, and David Gipp, *Transcript*, p. 176.

3 *Transcript*, pp. 172–73.

4 Dr. Jim Davis, *Transcript*, pp. 67–69.

5 *Transcript*, p. 72.

6 Ibid., p. 73.

7 *Ibid.*, p. 219.

TABLE 3.1
North Dakota Full-time Education Personnel by Position and Race, 1990-1991

	Total personnel		White		Native American		Other minority	
Position	**No.**	**%**	**No.**	**%**	**No.**	**%**	**No.**	**%**
Elementary principal	226	100.0	213	94.2	11	4.9	2	0.9
Seccondary principal	182	100.0	180	98.9	2	1.1		
Superintendent	229	100.0	224	97.8	5	2.2		
Counselor	148	100.0	142	95.9	5	3.4	1	0.7
Librarian	139	100.0	135	97.1	4	2.9		
Elementary teacher	4,890	100.0	4,735	96.8	146	3.0	9	0.2
Secondary teachers								
Agriculture	76	100.0	76	100.0				
Art	41	100.0	39	95.1	2	4.9		
Business	208	100.0	208	100.0				
Marketing education	17	100.0	17	100.0				
English	414	100.0	405	97.8	6	1.4	3	0.7
Sec. language	61	100.0	59	96.7	1	1.6	1	1.6
Health occupation	4	100.0	4	100.0				
Phys. ed. & health	143	100.0	142	99.3	1	0.7		
Home economics	118	100.0	118	100.0				
Industrial arts	92	100.0	92	100.0				
Mathematics	345	100.0	343	99.4	1	0.3	1	0.3
Music	99	100.0	98	99.0	1	1.0		
Science	329	100.0	327	99.4	1	0.3	1	0.3
Office education	42	100.0	42	100.0				
Social studies	307	100.0	302	98.4	2	0.7	3	1.0
Trade & industry	46	100.0	43	93.5	3	6.5		
Special education	243	100.0	238	97.9	2	0.8	3	1.2
Career education	4	100.0	4	100.0				
Driver education	16	100.0	16	100.0				
Computer education	7	100.0	7	100.0				
Diversified occ.	6	100.0	6	100.0				
Totals	8,432	100.0	8,215	97.4	192	2.3	25	0.3

Source: North Dakota Department of Public Instruction, *Administrative and Instructional Personnel in North Dakota, 1990-1991*, table 53, p. 29.

TABLE 3.2
North Dakota Part-time Education Personnel by Position and Race, 1990-1991

Position	Total personnel		White		Native American		Other minority	
	No.	%	No.	%	No.	%	No.	%
Elementary principal	6	100.0	6	100.0				
Secondary principal	2	100.0	1	50.0	1	50.0		
Superintendent								
Counselor	16	100.0	16	100.0				
Librarian 35	100.0	35	100.0					
Elementary teacher	544	100.0	537	98.7	2	0.4	5	0.9
Secondary teachers								
Agriculture	4	100.0	4	100.0				
Art	9	100.0	9	100.0				
Business	29	100.0	29	100.0				
Marketing education								
English	32	100.0	31	96.9	1	3.1		
Sec. language	33	100.0	31	93.9	2	6.1		
Health occupation	9	100.0	9	100.0				
Phys. ed. & health	12	100.0	11	91.7	1	8.3		
Home economics	54	100.0	54	100.0				
Industrial arts	13	100.0	13	100.0				
Mathematics	22	100.0	21	95.5	1	4.5		
Music	23	100.0	23	100.0				
Science	16	100.0	16	100.0				
Office education	2	100.0	2	100.0				
Social studies	20	100.0	20	100.0				
Trade & industry	3	100.0	3	100.0				
Special education	6	100.0	6	100.0				
Career education	1	100.0	1	100.0				
Driver education	1	100.0	1	100.0				
Computer education	1	100.0	1	100.0				
Voc. div. occ.	1	100.0	1	100.0				
Totals	894	100.0	880	98.4	5	0.6	9	1.0

Source: North Dakota Department of Public Instruction, *Administrative and Instructional Personnel in North Dakota, 1990-1991*, supplement, table 5.

education teachers there, an attempt is made to mainstream special education students into the regular classroom setting. There, aides who are not certified work with them all day except for an hour each day with a special education teacher.[8] Bernadene Young Bird also reported that, on the Fort Berthold Reservation, the shortage of certified teachers resulted in the employment and use of paraprofessionals or aides who receive only minimal supervision.[9]

In North Dakota, BIA special education policies and regulations, approved by the U.S. Department of Education, are reportedly the same as for the Department of Public Instruction.[10] These specify that "special education personnel who work with handicapped students under Public Law 94–142 [the Handicapped Children Act] . . . will be qualified with the highest State standards."[11]

The DPI provides two methods whereby personnel may be employed in special education who do not hold a special education credential:

1. Letters of approval which may be provided where a temporary credential is not available to meet the demand in the State for teachers of handicapped children. However, candidates must have completed eight semester hours of the professional training program and show progress toward meeting credential requirements.

2. A tutor in training can be employed to teach the learning disabled when qualified personnel are not available, after having completed the first eight hours of the professional training program. But such a teacher must return to summer school to complete the remaining course work for the full credential.[12]

AnnMaria Rousey stated that there are many professionals around the State with a true concern for the welfare of people with disabilities and who are willing to go to great lengths to provide needed services, but who are limited by problems of transportation, fragmented services, and funding.[13] The shortage of trained personnel, she said, is partly due to the unwillingness of many professionals to relocate to the State's reservations; further, there are advantages to hiring resident personnel.[14] The U.S. Department of Education seems to state the obvious when it reports that "we must increase the number of persons from minority groups who pursue careers in special education."[15]

Teacher Training

At the Advisory Committee's forum, none of the participants disagreed with the need stated for special education teachers to have training in sensitivity to Native American culture. As noted above, difficulties in assessing the educational needs of Indian children, often resulting in their misplacement in special education programs, may stem from lack of understanding of their culture, socioeconomic backgrounds, and patterns of communication. Jim Davis, therefore, points out that teacher training is a component that must be addressed in connection with the excessive number of students that are placed in special education programs.[16] Deborah Painte

8 Ibid., pp. 302–04.

9 *Ibid.*, p. 152.

10 Dr. Gary Gronberg, telephone interview with William F. Muldrow, July 31, 1992.

11 North Dakota Department of Public Instruction, *Annual Program Plan 1990–1992, Part B*, p. 29.

12 Ibid., pp. 31–32.

13 "The Developmental Disabilities of Native Americans Project: Looking Back and Looking Ahead," *North Dakota Native Americans With Developmental Disabilities: Impressive Programs/Pressing Needs*, Nov. 7, 1992, p. 100.

14 Ibid.

15 *OSERS News in Print*, vol. III, no. 4, Spring 1991, p. 3.

16 *Transcript*, p. 12.

also said that the low number of special education providers who understand the problems and needs of Indian children magnifies the problems of those children two to three fold.[17] But, she pointed out, very few are trained as teachers of the learning disabled.[18]

North Dakota has two major college programs providing inservice training in several areas of special education located, at some distance from each other, at Minot State University, Minot, and the University of North Dakota in Grand Forks. The DPI reported that in the past these programs have been able to meet approximately 80 percent of the need for teachers each year. However, it also reported that North Dakota continues to lose many of the graduates of these programs to neighboring and other States.[19] As incentives to attend college special education training programs and to become qualified to work with handicapped students, particularly in rural areas of the State, the DPI offers traineeships and stipends.[20]

North Dakota requires that any individuals entering the teaching profession in the State have two semesters or three quarter hours of Native American studies.[21] Ramona DeCoteau believes strongly that this limited requirement is not enough to create a proper awareness of the Native American population and may do more harm than good.[22] Furthermore, Jim Davis pointed out that those who taught in the system prior to the time this requirement was put in place 12 years ago, and who still teach, are grandfathered in and exempted from even this minimal requirement.[23] He said, however, that the requirement is a decent start, and even this has created problems for those colleges that do not have the expertise or resources to teach such courses.[24]

Cheryl Kulas also has doubts about the value of the State's present Indian study course. She noted that it is significant that a 1989 survey showed that an overwhelming number of teachers in North Dakota do not have sufficient understanding to teach Indian issues in the classroom or books available to do so.[25] She credited the DPI, under the auspices of a newly established Indian education unit, with providing workshops and inservice education for teachers of Native American students. It also provides service training in this area through onsite visitations to school districts, parents, and educational agencies.[26]

There are also other resources available for preparing Native American teachers or those who plan to work with Native American students. The U.S. Department of Education provides funds under a personnel preparation grant that are almost assured to anyone planning to serve a reservation school.[27] However, such courses require travel to training institutions, which is a problem for people in rural or remote areas of the State. Some of these programs are also lacking in that they are not attuned to Na-

---

17 Ibid.

18 David Gipp, *Transcript*, p. 176.

19 North Dakota Department of Public Instruction, *Annual Program Plan for Fiscal Years 1990–1992, Part B*, pp. 37–38.

20 Ibid., p. 39.

21 Dr. Jim Davis, *Transcript*, p. 66.

22 *Transcript*, p. 37.

23 Ibid., p. 68.

24 Ibid., p. 66.

25 Ibid., p. 246.

26 Ibid., p. 247.

27 Brenda Oas, *Transcript*, p. 230.

tive American cultural factors.[28] Some site-based teacher training programs, such as one at Belcourt, are available and have been successful. There, an agreement was reached with a university to provide training onsite where people are employed and can attend courses at night.[29]

David Gipp, president of the United Tribes Technical College, suggested that his school could provide inservice training in Native American culture for teachers in the close-by Bismarck school system, and that professional staff, both American Indian and non-Indian, who could provide such services, are available.[30] He also suggested that a link to provide teacher training needs to be made between 2-year tribal colleges on each of the reservations and 4-year State institutions.[31]

Jim Davis made four recommendations for meeting North Dakota's need for Native American teachers and others qualified to teach Native American students:

1. The State legislature should seriously assess the adequacy of current requirements for the certification of teachers of Native Americans.

2. The State legislature should provide financial support to tribal colleges in an expanded effort to prepare teachers.

3. Institutions of higher education should offer tuition waivers to at least a limited number of students who have a desire to teach in an Indian school, or one with a sizeable enrollment of Indian students.

4. Tribes should be given the opportunity, and take responsibility for, a much greater role in deciding the educational needs of their students. This would result in raising the standards and expectations for the achievement of teachers coming into those school systems and improve the well being of Indian students.[32]

---

28 Ibid., p. 231.

29 Teresa Delorme, *Transcript*, p. 208.

30 *Transcript*, p. 188.

31 Ibid., p. 177.

32 Ibid., pp. 82–83.

4.Funding

Special education programs are expensive. A study commissioned by the U.S. Department of Education reported that from a statistical sample of 60 school districts in 18 States the "total cost" (in 1988) of educating a student with disabilities was 230 percent of the cost to educate a general education student.[1] This study said that, as most students with disabilities spend some portion of their day in general education classes and other school activities, the "total cost" of educating a student with a disability equals "the expenditures for the time spent receiving special education in general education classes, special schools, special classes, or resource rooms; plus, the time spent in general education classes; plus, a portion of the administration of general education activities in which the student participates; plus, the cost of related services and specialized instructional equipment provided for that student."[2] For some students, there are also extra costs for special transportation, interpreters, or aides. Costs for staff training, administration of the special education process, and implementation of procedural safeguards must also be added.[3]

Itemized special education expenses from the Bismarck School District for school years 1989–90 and 1990–91, and estimated expenses for the 1991–92 school year were provided to the Advisory Committee (table 4.1) and are included here as an example from the State's largest school district. These figures show several trends. Costs for special education have increased steadily during the last 3 years, 6 percent from 1989–90 to 1990–91, and an estimated 12.8 percent from 1990–91 to 1991–92. A portion of these expenses is reimbursed from local, State, and Federal sources; the balance must be raised through local property taxes. It is significant to note that not only are total special education expenses rising each year, but the proportion of these that are reimbursed to the district is less each year; in 1989–90, 52.8 percent; in 1991–92, an estimated 51.8 percent; and in 1991–92, an estimated 48.3 percent. The percentage of the total district budget that special education costs the district has risen from 13.1 percent of $33.8 million in 1989–90, to 13.5 percent of $34.7 million in 1990–91, and an estimated 13.8 percent of approximately $38.5 million in 1991–92.[4]

Table 4.2 compiles special education expenditures and revenues throughout the State from 1984 to 1990 as reported by school districts and special education administrative units. The table shows that the Bismarck district's revenue and expenditure trends are present statewide. Total expenditures for special education have risen each year, and the amount and proportion of the revenue that must be raised locally has increased. Though the percentage of expenditures supplied by Federal revenue sources has risen slightly each year (from 6.8 percent in 1983–84 to 8.8 percent in 1989–90), the proportion contributed by the State plummeted from 43.3 percent in 1983–84 to 25.9 percent in 1989–90. The contribution required from local communities rose from 50 percent in 1983–84 to 67.3 percent in 1989–90, increasing a total of almost $20 million in 6 years.

---

1 Tricia Osher, John George, and Patricia Gonzalez, Project Forum of the National Association of Project Directors of Special Education, *A Resource Paper on the Relative Cost of Special Education*, 1991, pp. 10–11.

2 Ibid., pp. 1–2.

3 Ibid., p. 2.

4 Dr. Lowell Jensen, transcript of the briefing forum conducted by the North Dakota Advisory Committee in Bismarck, ND, Dec. 13, 1991 (hereafter cited as *Transcript*), pp. 120, 123.

TABLE 4.1
Bismarck Public Schools General Fund, 1991-1992 Budget, Instruction—Special Education

Program	1989-90 actual expenses	1990-91 actual expenses	1991-92 budgeted expenses
Administration (central)	$ 114,262	$ 118,280	$ 184,985
Substitutes (all programs)			17,645
Tuition & boarding care	139,219	178,921	184,000
Inservice—Title VI-B	12,460	14,533	27,520
Child find services	12,460	12,460	12,461
Psychological services	108,916	118,100	127,071
Social workers & neighbors	153,362	166,008	140,181
Educable mentally handicapped	414,554	427,948	529,900
Trainable mentally handicapped	231,318	237,790	281,021
Severely multiply handicapped	241,879	265,122	281,233
Physically handicapped	8,966	4,567	5,168
Emotionally disturbed	166,168	176,348	225,629
Learning disabilities	584,063	601,178	669,953
Speech impaired	374,746	397,993	436,637
Hearing impaired	184,268	177,967	178,289
Visually impaired	73,721	83,307	98,488
Occupational therapy	56,298	50,865	57,292
Physical therapy	31,638	31,348	33,791
Adaptive special ed. programs	34,585	35,161	39,566
Vocational special needs			
Summer garden project	4,456	4,855	4,819
Special ed.—summer programs	63,843	72,443	78,510
Homebound tutors	23,440	27,331	23,416
Refugee tutors	8,302	10,633	11,292
Preschool special needs	493,348	523,972	556,480
HDST Handicapped	45,472	47,353	52,450
Headstart	305,338	425,402	540,133
Early intervention	235,534	225,816	217,028
T.E.D.I.	57,869		
Student transportation	264,291	278,561	300,725
Total special education	$ 4,444,776	$ 4,714,261	$ 5,315,683
Less reimbursements:			
Local	$ (263,693)	$ (253,796)	$ (263,779)
State	(1,345,990)	(1,355,986)	(1,333,532)
Federal	(738,290)	(832,437)	(968,467)
Total reimbursements	$(2,347,973)	$(2,442,219)	$(2,565,778)
Total net special education costs	$ 2,096,803	$ 2,272,042	$ 2,749,905

Note: Reimbursements exclude per pupil state foundation aid.
Source: Bismarck Public Schools, *Bismarck Public Schools, District No. 1, 1991-1992 Budget.*

TABLE 4.2
Special Education Expenditures and Revenues, North Dakota Department of Public Instruction, 1984-1990

Special Education Expenditures by Function for Fiscal Years 1984 to 1990

School year	Boarding care	Transportation	Instruction	Support services	Total expenditures
1983-84	$ 0	$1,387,116	$28,017,599	N/A	$29,404,715
1984-85	0	1,638,282	31,482,307	N/A	33,120,589
1985-86	0	1,427,425	33,767,439	N/A	35,194,864
1986-87	712,060	1,768,574	27,375,779	$7,967,066	37,823,479
1987-88	510,562	1,940,129	30,740,319	9,476,941	42,667,951
1988-89	487,351	2,185,715	33,239,359	10,826,759	46,739,184
1989-90	799,087	2,800,526	35,087,278	12,471,893	51,158,784
1990-91					56,291,138*
1991-92					61,775,957*
1992-93					67,795,198*

*Estimate

Revenue for Special Education by Source for Fiscal Years 1984 to 1990

School year	Federal	State	Local
1983-84	$1,984,997	$12,723,909	$14,695,809
1984-85	2,570,622	14,501,492	16,048,475
1985-86	2,391,734	17,717,143	15,085,987
1986-87	2,557,157	11,827,770	23,438,552
1987-88	3,142,007	11,777,264	27,748,680
1988-89	3,852,098	12,631,161	30,255,925
1989-90	4,475,845	13,240,063	34,442,875

Percent of Expenditure by Revenue Source for Fiscal Years 1984 to 1990

School year	Federal	State	Local
1983-84	6.75%	43.27%	49.98%
1984-85	7.76	43.78	48.45
1985-86	6.80	50.34	42.86
1986-87	6.76	31.27	61.97
1987-88	7.36	27.60	65.03
1988-89	8.24	27.02	64.73
1989-90	8.75	25.88	67.33

Source: Dr. Ron Torgeson, memorandum to Dr. Gary Gronberg, Jan. 11, 1990.

Gary Gronberg reported that during the 1990–91 school year, the total cost for special education per student was $7,070, which includes general education costs plus the extra cost for special education programs. The cost of general education was $3,391 per pupil, and the extra cost for special education was $3,679 per pupil. The cost of educating a special education student was 209 percent of the cost per pupil for general education.[5] This is considerably less than the same proportion (230 percent) nationwide reported above. Five percent of the $7,070 comes from a Federal appropriation, 14 percent from the State and 81 percent from local revenue.[6]

Dr. Gronberg explained how State and Federal funds are distributed to local special education administrative units. Local units receive a block grant from the State on the basis of the number of children and teachers in their special education programs. In addition, they are reimbursed for certain other costs such as transportation and boarding. The State does an annual fiscal audit of each special education unit, or the unit can elect to have an outside auditor perform it.[7]

Federal funds are distributed on a per-child basis according to the amount Congress appropriates for this purpose each year. This amounted to $330 per student for school year 1991–92 and will be $493 per student for fiscal year 93.[8] The DPI is responsible for collecting an annual unduplicated count of all handicapped students, ages 3 through 21, who are receiving special education and related services. This is done on December 1.[9]

Seventy-five percent of the Federal funds received by North Dakota for special education must be distributed by the DPI to special education units. Five percent, or $450,000 in the case of North Dakota and several other smaller States, may be withheld by the DPI for administrative purposes. The remaining 20 percent may be retained by the DPI for discretionary purposes, such as for statewide programs.[10] BIA schools receive a special allocation on the basis of a "weighted" payment per child equal to the cost of general education plus extra cost for special education. An extra allocation is provided under Public Law 94–142. Dr. Gronberg believes that the basis for BIA special education funding may provide a financial incentive to enroll children in special education programs, which is not true for special education enrollment in public schools.[11]

---

5 Dr. Gary Gronberg, telephone interview with William F. Muldrow, July 23, 1992.

6 Ibid.

7 Ibid.

8 Ibid.

9 North Dakota Department of Public Instruction, *Annual Program Plan for Fiscal Years 1990–1992, Part B*, p. A–30.

10 Dr. Gary Gronberg, telephone interview with William F. Muldrow, July 23, 1992.

11 Ibid.

5. Complaints, Compliance Reviews, and Enforcement

The North Dakota Protection and Advocacy Project

The North Dakota Protection and Advocacy Project (NDPAP) resulted from the Developmental Disabilities Assistance and Bill of Rights Act, as amended, which, as a condition for receiving Federal financial assistance for developmental disability programs, required the States to establish a system to advocate for and protect the legal rights of its citizens with developmental disabilities.[1] It receives both State and Federal funds and has a 2-year budget of $1,765,080.[2] This agency has a four-fold mission:

1. To protect and advocate for human, legal and civil rights of people with developmental disabilities and mental illnesses.

2. To advocate for quality services for persons with disabilities as determined by their legal rights.

3. To provide education, training, and technical assistance to people with disabilities, agencies which serve them, professionals and others, regarding the rights of people with disabilities.

4. To maintain an independence in decision making from any public or private agency which provides services to people with disabilities, or other third parties whose interests conflict with the preferred options or rights of those served by the project.[3]

During its last reporting year ending September 30, 1992, the agency served a total of 654 individuals of whom 46, or 7 percent, were Native American. Only seven of the cases involving Native Americans were concerned with educational services. In all seven of these cases the clients had to move off the reservation to obtain appropriate services. Only two of these cases involved referrals from parents. This is inconsistent with the main source of referrals for non-Native American clients, which is most commonly parents or guardians. None of the seven Native American education cases was referred to the agency by education professionals.[4]

Peggy Lutovsky, community education coordinator for the advocacy project, speculated that the reason for the lack of referrals from parents and educational professionals might include inability to contact her agency, not wanting the involvement of State government, or a lack of realization that rights were violated.[5]

NDPAP staff who represented Native Americans in these education cases believed that communication barriers result in a lack of knowledge regarding services available from their agency, and that these barriers also hamper the ability of staff to identify and/or contact appropriate persons on the reservation.[6] In response to a question, Ms. Lutovsky indicated that, despite an affirmative action program, out of their total staff, including 14 regional office staff, 4 mental health advocates, and administrative and support staff,

---

1 Peggy Lutovsky, community education coordinator for the North Dakota Protection and Advocacy Project, transcript of the briefing forum conducted by the North Dakota Advisory Committee in Bismarck, ND, Dec. 13, 1991 (hereafter cited as *Transcript*), p. 48.

2 Ibid., p. 59.

3 Ibid., p. 50.

4 Ibid., pp. 51–52.

5 Ibid., pp. 52–53.

6 Ibid., pp. 54–55.

no Native Americans are employed by the agency at the present time, and only 1 was employed during the past 3 years.[7]

The DPI Special Education Office

The DPI has a procedure to investigate and act on complaints alleging violations of the Handicapped Children Act. Complaints must be addressed in writing to the director of special education who is charged with investigating the complaint and providing technical assistance to correct any noncompliance. The final decision of the director may be appealed for review by the U.S. Secretary of Education.[8] Gary Gronberg stated that complaints may be made about alleged violations of the law regarding procedures or policies affecting a number of children in special education programs or regarding actions affecting a single child. Investigations of the latter complaints involve a due process hearing by an impartial third party.[9] He indicated that last year there were fewer than six complaints under both procedures. His office averages one due process hearing per year.[10] Julie Frentz, administrative director of special education, who handles formal complaints of discrimination for the office, reported that in the 2 years she has held that position, no formal (written) complaints have been received from Native Americans. She also said that six individuals within the special education office and four individuals in the elementary/secondary department, receive "informal complaints" by telephone. Though there is no coordination between these individuals, and no statistics are maintained, Ms. Frentz estimated that both departments combined received 30–50 calls per year.[11]

The Office for Civil Rights of the U.S. Department of Education

The Office for Civil Rights (OCR) of the U.S. Department of Education is responsible for ensuring that educational institutions do not discriminate on the basis of race, color, or national origin. It is responsible for investigating individual complaints from parents and other sources, and for conducting self-initiated compliance reviews.[12]

A recent report by the General Accounting Office (GAO) expressed concern that throughout our nation's public elementary and secondary schools a disproportionate number of minority students are in lower ability and special education programs.[13] Clarence A. Bina, director of special projects for the North Dakota Department of Public Instruction, confirmed reports by other participants in the Advisory Committee's Bismarck forum that this disproportionate placement of minority students in special education classes is the case in North Dakota.[14] The GAO report led to congressional concern about student resegregation resulting from within-school discrimination often caused by inappropriate use of student assignment practices. The Chairman of the House Committee on Education and

---

7 Ibid., pp. 59–60.

8 North Dakota Department of Public Instruction, *Annual Program Plan for Fiscal Years 1990–1992, Part B*, p. D–11.

9 Telephone interview with William F. Muldrow, July 23, 1992.

10 Ibid.

11 Telephone interviews with Malee V. Craft, July 15 and 16, 1992.

12 U.S. General Accounting Office, *Within School Discrimination: Inadequate Title VI Enforcement by the Office for Civil Rights*, GAO/HRD–91–5, July 22, 1992, p. 2.

13 Ibid.

14 "Testimony prepared for a briefing forum of the U.S. Commission on Civil Rights, Rocky Mountain Regional Office," Dec. 13, 1991.

Labor and its subcommittee on Select Education requested the GAO to assess the adequacy of Federal enforcement activities in this area.[15]

The results of that study showed, among other things, that many of the Nation's schools do indeed ability-group students in a possibly discriminatory manner, and OCR's enforcement activities relating to within-school discrimination have been inadequate.[16] The report concluded that OCR has not met the regulatory requirement for undertaking compliance reviews when it has information of possible noncompliance, and that OCR has sometimes failed to determine if discriminatory practices it did identify have been stopped.[17]

At the Advisory Committee's meeting in Bismarck, several participants stated that they were not aware of any compliance reviews ever being conducted by OCR in North Dakota.[18]

Ramon Villareal, division director of compliance and enforcement of the Office for Civil Rights for Region VIII, which includes North Dakota, said that compliance reviews are both difficult and time consuming, and that his staff of 20 persons must cover a six-State region with a caseload that is increasing daily.[19] Though he saw overinclusion of minority students in special education classes as a priority area, he shared with the Advisory Committee some of the reasons why more compliance activity is not feasible. Data collected from school districts on their forms 101 and 104, though useful, are inadequate and inaccurate, and entail a year's delay for summarizing and analysis by a government contractor. This means that the data may be 2 years old by the time a targeted school district is given an onsite review.[20]

Furthermore, Mr. Villareal said, typically, compliance reviews have an urban focus. The larger districts get more attention. States like North Dakota, he said, warrant attention but are not included in the survey data and therefore not given compliance reviews. So to a large extent, compliance reviews in rural areas depend upon receiving input from the community.[21]

Concurrent involvement by as many as three Federal agencies in some cases also presents problems, making it difficult to establish jurisdiction with some schools. Mr. Villareal said that memoranda of understanding with the BIA would help in some situations.[22]

In response to a question, Mr. Villareal said that he thought it would be more efficient to give compliance reviews first priority in their work, rather than individual complaints as is currently the case. This, he said, would enable his agency to take a proactive stance in targeting review recipients and provide for a more focused investigation along parameters that they could establish. In comparison, when dealing with individuals, the complaint sets up the investigation. Also, a compliance review has a ripple effect causing other districts in the State to do some self-evaluation.[23] He agreed with observations made by others that OCR has not done a compliance review in North Dakota in recent

---

15 U.S. General Accounting Office, *Within School Discrimination: Inadequate Title VI Enforcement by the Office for Civil Rights*, GAO/HRD-91-85, July 22, 1992, p. 2.

16 Ibid., pp. 3–4.

17 Ibid., p. 4.

18 Dr. AnnMaria Rousey, *Transcript*, p. 29; Dr. Lowell Jensen, *Transcript*, p. 135.

19 *Transcript*, pp. 266–67.

20 Ibid., p. 271.

21 Ibid., p. 272.

22 Ibid., p. 274.

23 Ibid, pp. 276–77.

times.[24] A possible reason for this, he said, was that despite gross disparities in the number of Indian students in special education programs, this region has a population that tends not to complain. This, he felt, might be a cultural characteristic.[25]

Commission staff suggested that the collection of more comprehensive data, which OCR has the power to do, would in itself point to problems that responsible districts might clear up. Mr. Villareal responded by saying that survey instruments have been improved and now request more data, though in his opinion, they are still inadequate. More districts, he thought, could and should be covered in the data-gathering process on at least a 3- or 5-year cycle, and he said that he would make that suggestion at the Assistant Secretary's level.[26]

24 Ibid., p. 278.

25 Ibid., pp. 278–79.

26 Ibid., pp. 281–82.

6. Findings and Recommendations

Finding 1

The lack of a comprehensive collection of data by racial ethnic categories makes it difficult to assess the proportionate involvement of Native American students in North Dakota's special education programs and to determine the extent to which they are treated equally.

Recommendation 1.1

The North Dakota Department of Public Instruction should require all special education administrative units to submit annually complete race and ethnicity data by individual schools on their special education students as a condition for receiving State and Federal funding.

Recommendation 1.2

The DPI should request from the Bureau of Indian Affairs special education data by race and ethnicity for their special education students, and compile and publish annually a comprehensive summary, by racial ethnic and disability categories, for all special education students in North Dakota.

Finding 2

Statistics that are available from specific school districts show that in many special education programs, Native American students are represented at a much higher rate than would be expected from their proportion in the student bodies. In the Bismarck School District, for example, Native American students are placed in special education programs at more than three times their proportion in the general student body. These statistics reinforce the belief of special education personnel in some districts that the placement of some Native American students in such programs results from questionable placement procedures. Some Native American students are misdiagnosed and placed in special education programs for other than the criteria specified in the Federal categories for handicapping conditions. Some students are misplaced due to misunderstanding and misinterpretation by school personnel of environmental, socioeconomic, and language/cultural factors. Some Native American students are placed in special education programs when their need is for remedial programs designed to rectify nonhandicapping educational or health problems. Such misdiagnosis and misplacement results in distorted labeling that can have potentially lifelong negative effects on a child.

Recommendation 2.1

For the purpose of taking any necessary corrective action, the DPI should conduct a study of special education units with a disproportionate enrollment of Native Americans to determine the reasons for this disproportion.

Recommendation 2.2

Procedures for the evaluation and placement of children in special education programs should be revised and monitored to assure that nondiscriminatory factors are considered.

Finding 3

Testing and evaluation procedures used in diagnosis and placement of students in North Dakota special education programs have not been validated for Native Americans, possibly resulting in racial or cultural discrimination in their evaluation.

Recommendation 3

The DPI should validate for Native Americans all testing and evaluation procedures used in diagnosis and placement of students in special education programs.

Finding 4

Many Indian parents have no meaningful participation in the evaluation and diagnosis of their children prior to placement in special education programs. Some have little understanding of the process. Others are intimidated by the negative atmosphere in which their input is solicited or by school officials whom they view as figures of authority.

Recommendation 4.1

The Department of Public Instruction, in consultation with tribal experts, should establish and enforce procedures which assure that Native American parents understand and have a meaningful role in the evaluation and placement of their children in special education programs. A nonthreatening atmosphere should be provided in order to make this possible.

Recommendation 4.2

The North Dakota Department of Public Instruction should conduct an educational outreach program to inform parents of their right to be directly involved in the process by which their children are evaluated and placed in special education programs.

Finding 5

Native American special education teachers constitute less than 1 percent of such teachers in school systems throughout North Dakota. This is a major obstacle to the provision of role models for Native American students, and it contributes to the dearth of special education teachers who have the necessary understanding of Indian languages, culture, and society to properly evaluate and assign programs for Native American students. The recruitment and training of Native American teachers is handicapped by lack of funding and difficulties in obtaining transportation and living arrangements at training centers away from the reservation.

Teachers with training and expertise in special education, especially those who understand the problems and needs of Indian children, are in such short supply that aides who fail to meet North Dakota certification requirements are at times used to manage and teach special education students.

Three quarter hours of Native American studies, as currently required in North Dakota for certified teachers, are inadequate to create a proper awareness of special situations of Native Americans, who constitute the largest minority in North Dakota. The result is especially critical in the evaluation and instruction of special education students by those teachers.

Recommendation 5.1

The DPI, Indian tribal leaders, Minot State University, and the University of North Dakota should reassess the requirements for certification of teachers of Native American students and make appropriate recommendations for any change in this requirement to the State legislature.

Recommendation 5.2

Four-year State institutions of higher education should cooperate with tribal colleges in a program to recruit and train Native American and special education teachers. DPI discretionary Federal funds should be used in part for tuition waivers for such students, who may need financial assistance.

Recommendation 5.3

In cooperation with the United Tribes Technical College, the DPI should develop an extensive program of required inservice training in Native American awareness for all special education teachers, to be implemented with assistance from the United Tribes Technical College and tribal colleges.

Finding 6

The North Dakota Protection and Advocacy Project (NDPAP), which is charged with advocating for the rights of citizens with developmental disabilities programs, including problems of special education, has no Native American employees at present and has had only one during the past 3 years.

Recommendation 6

The NDPAP should develop a recruitment program for Native Americans to assure adequate Indian staff representation for overcoming communication barriers and assuring that Native American concerns are adequately addressed.

Finding 7

The DPI formal complaint process is seldom used by Native American parents of special education students, despite indications of widespread dissatisfaction with special education services.

Recommendation 7

The DPI should assure that its complaint process is open to and understood by Native American parents, and that Indian personnel are used in the processing and resolution of complaints.

Finding 8

Despite statistics showing a highly disproportionate representation of Native American students, possibly resulting from racial and cultural discrimination, in some North Dakota special education programs, the Office for Civil Rights (OCR) of the U.S. Department of Education has never conducted a review of any school district to determine compliance with the Education for All Handicapped Children Act of 1975 and other statutes requiring nondiscrimination in special education programs. As stated in finding no. 2, Native American students are disproportionately represented to an extreme degree in the Bismarck school system.

Recommendation 8.1

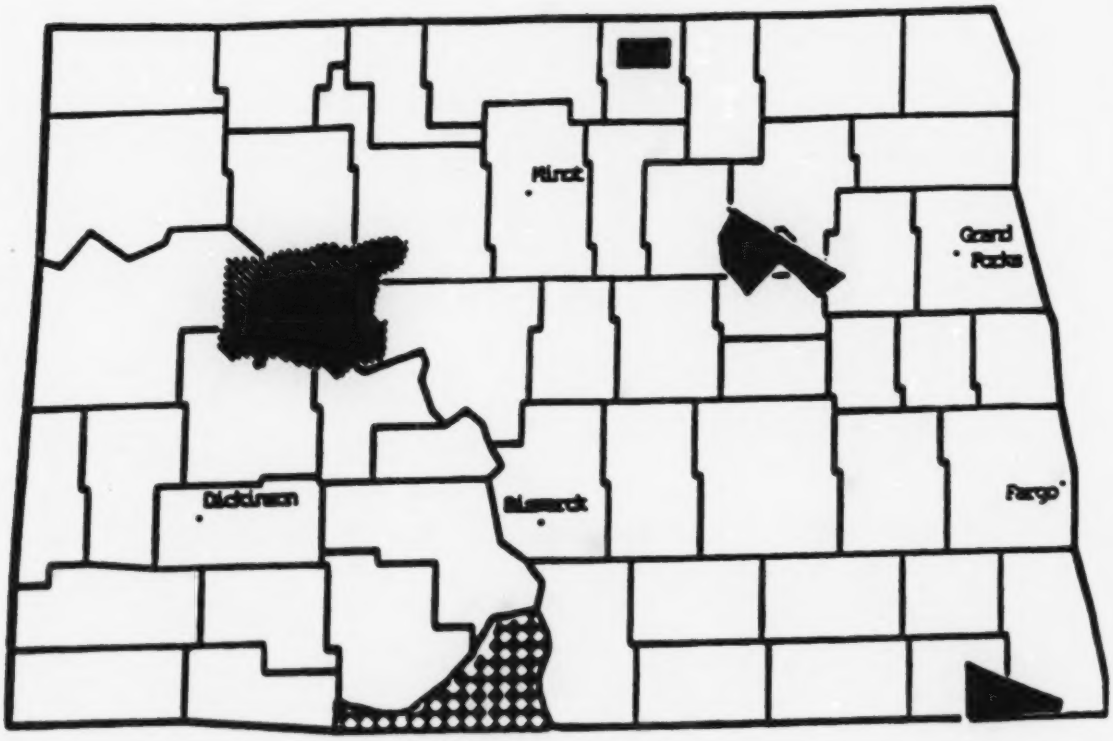
OCR should, within the 1992–93 school year, conduct a compliance review of the Bismarck school district to determine if the disproportionate representation of Native American students in special education programs results from discrimination in violation of Federal statutes.

Recommendation 8.2

OCR should collect comprehensive data on a 5-year cycle of all North Dakota special education administrative units to pinpoint districts in which there is probability of the violation of Federal antidiscrimination requirements and follow up with selected compliance reviews.

Appendix I

NORTH DAKOTA'S FIVE LARGEST CITIES
AND NATIVE AMERICAN RESERVATIONS



Turtle Mountain (Chippewa) Tribe

Fort Berthold Three Affiliated Tribes (Arikara, Hidatsa, Mandan)

Fort Totten Devils Lake (Sioux) Tribe

Standing Rock (Sioux) Tribe

Sisseston (Sioux) Tribe

Appendix II

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

MISSION, GOALS, AND BELIEFS

MISSION

Providing leadership for a comprehensive system of educational opportunities for all people in North Dakota.

GOALS

Goal 1: To develop and implement a comprehensive, systematic plan to enhance educational opportunities and services for all.

Goal 2: To secure the human financial resources to support the mission of the agency.

Goal 3: To provide technical assistance, consultation, and other services and to disseminate information on model programs, trends and issues, and effective strategies.

Goal 4: To assist in achieving full compliance with all statutes, regulations, policies, and procedures to foster quality education.

BELIEFS

- We believe that all of our people can learn.
- We believe that learning is an active, lifelong process.
- We believe that everyone should experience success while being challenged to their full potentials.
- We believe that services should be coordinated, collaborative, and where possible, integrated.
- We believe in mutually supported efforts which sustain the acts of teaching and learning.
- We believe in highly trained/educated personnel who are competent and caring.
- We believe in education which appropriately addressed the changing needs of our learners.
- We believe that our system should be focused upon outcomes which will lead to success as citizens of the 21st Century.

ADOPTED AUGUST 1991

Source: Clarence A. Bina, Director of Special Projects, North Dakota Department of Public Instruction.

Appendix III

NORTH DAKOTA SPECIAL EDUCATION ADMINISTRATIVE UNITS

	PHONE/FAX
Bismarck Special Education Unit 400 E Avenue E, Bismarck, ND 58501	221-3754 221-3711
Buffalo Valley Special Education Unit PO Box 1896, Jamestown, ND 58402	252-3376
Burleigh County Special Education Unit 201 N. 19th St., Bismarck, ND 58501	255-0568
Dickey/LaMoure Multidistrict Special Education Unit LaMoure Clinic, PO Box 655, LaMoure, ND 58458	883-5729
Dickinson Special Education Unit PO Box 1057, Dickinson, ND 58602-1057	225-1550 225-1331
Divide County Special Education Unit PO Box G, Crosby, ND 58730	965-6393
East Central Special Education Unit 16 8th St. S, New Rockford, ND 58356	947-5015
Emmons County Special Education Unit PO Box 884, Linton, ND 58552	254-4221
Fargo Special Education Unit 1104 2nd Ave. S, Fargo, ND 58103	241-4836 241-4929
Fort Totten Special Education Unit Fort Totten Public Schools, PO Box 239, Fort Totten, ND 58335	766-4230 766-4766
Grand Forks City Special Education Unit Roosevelt Ctr., 911 Cottonwood St., Grand Forks, ND 58201	746-2230 772-7739
Griggs/Steele/Traill Special Education Unit PO Box 308, Portland, ND 58274	786-2004
Lake Region Special Education Unit Sports Ctr College Dr. Devils Lake, ND 58301	662-5036
Lonetree Special Education Unit 210 North St. E., Harvey, ND 58341	324-4811
Morton/Sioux Special Education Unit 309 Collins Ave., Mandan, ND 58554	663-9531
Northern Plains Special Education Unit PO Box 1059, Stanley, ND 58784	628-2007
Oliver/Mercer Special Education Unit PO Box E, Hazen, ND 58545	748-6383 748-2342

BEST COPY AVAILABLE

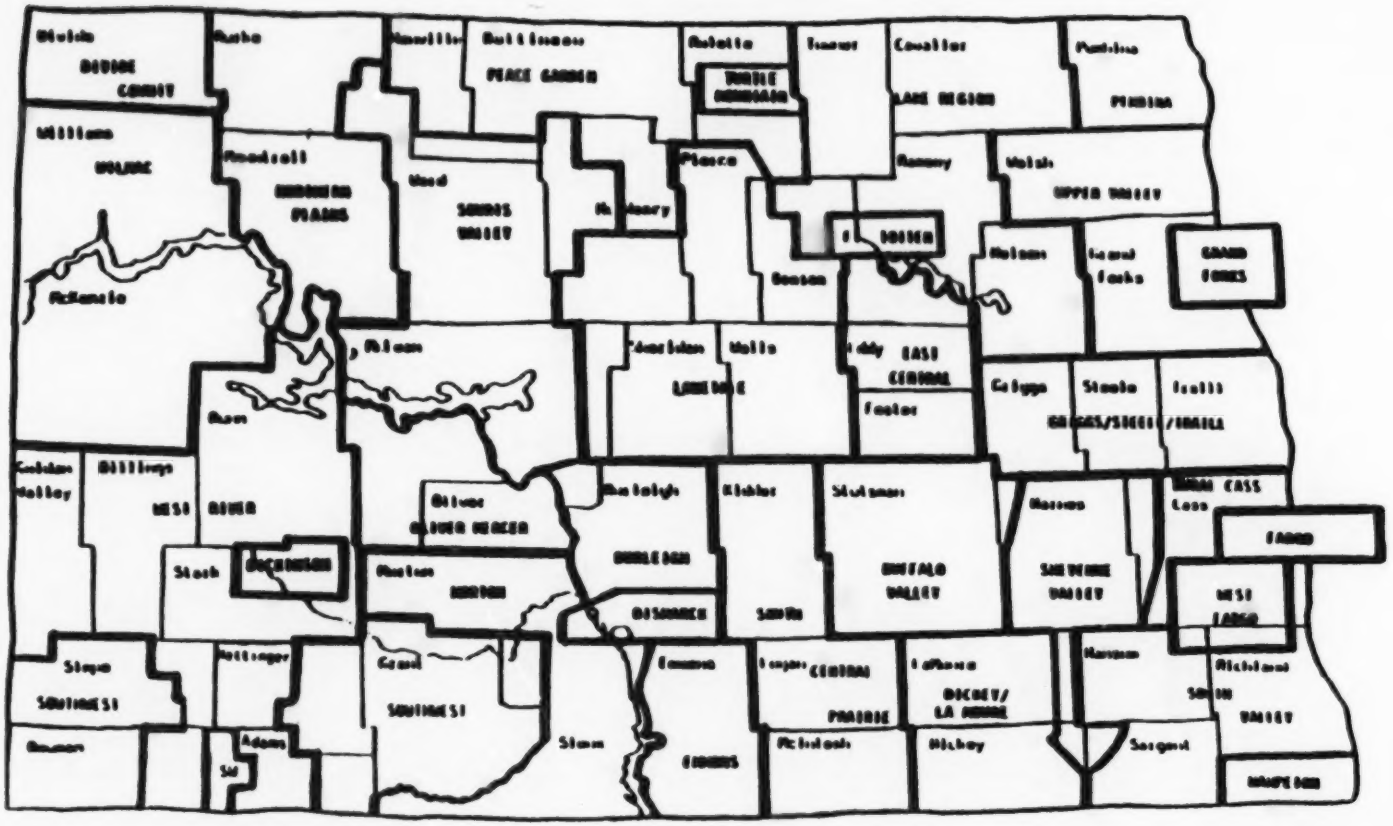
Peace Garden Special Education Unit 424 Main St., Bottineau, ND 58318	228-3743
Pembina Special Education Unit Box 238, Cavalier, ND 58220	265-8080
Rural Cass County Special Education Unit 1104 2nd Ave. S., Fargo, ND 58103	241-4879 241-4929
Sheyenne Valley Special Education Unit PO Box 359, Valley City, ND 58072	845-3402
Souris Valley Special Education Unit 215 2nd St. SE, Minot, ND 58701	857-4410
South Central Prairie Special Education Unit PO Box 7, Napoleon, ND 58561	754-2971
South Valley Special Education Unit Box 100, Hankinson, ND 58041	242-7031
Southwest Special Education Unit PO Box 365, Hett, ND 58646-0365	824-2937
Turtle Mountain Special Education Unit PO Box 440, Belcourt, ND 58316	477-6471 477-5964
Upper Valley Special Education Unit State Developmental Center PO Box 269, Grafton, ND 58237	352-2574
Wahpeton Special Education Unit 1021 11th St. N, Wahpeton, ND 58075	642-5499
West Fargo Special Education Unit 207 Main Ave. W, West Fargo, ND 58078	282-3344
West River Special Education Unit PO Box 1579, Dickinson, ND 58602	227-1257
Wilmac Special Education Unit 512 4th Ave. E, Williston, ND 58801	572-6757

Source: Director of Services for Children and Youth, North Dakota Governor's Committee on Children and Youth.

BEST COPY AVAILABLE

NORTH DAKOTA SPECIAL EDUCATION UNITS

1990-91



BEST COPY AVAILABLE

Appendix IV

TABLE A.1
Native American Enrollment in North Dakota Schools, 1991-1992

Special education unit	School district	School	Total enroll.	Nat. Am.	%
Bismarck 08711					
	Bismarck 1	Bismarck High	1,328	49	3.7
		Centennial Elem	559	18	3.2
		Century High	818	7	0.9
		Dorothy Moses	589	13	2.2
		Grimsrud	301	9	3.0
		Highland Acres	173	1	0.6
		Hughes Jr. High	851	15	1.8
		Jeannette Myhre	589	38	6.5
		Lincoln Elem	148	6	4.1
		Manchester House	12	1	0.8
		Robert Place Miller	502	17	3.4
		Northridge	703	7	1.0
		Pioneer	292	3	1.0
		Richholt	252	13	5.2
		Rita Murphy	456	4	0.9
		Riverside	239	38	15.9
		Roosevelt Elem	231	10	4.3
		Saxvik	280	8	2.9
		Simle Junior	689	18	2.6
		Solheim Elem	576	19	3.3
		South Central	90	9	10.0
		Becep Center	25	4	16.0
		Wachter Junior	830	44	5.3
		Will Moore Elem	320	18	5.6
	Nonpublic	Catherine of Holy	252	1	0.4
		St. Marys Central	369	2	0.5
		Dakota Adventists	70	1	1.4
		St. Annes	197	1	0.5
		St. Marys 8	171	2	1.2
		Brentwood SDA Elem	32	0	0.0
		Shiloh Christian	246	2	0.8
		Children's Choice Elem	8	0	0.0
	BIA (grant)	Theodore Jamerson Elem	93	93	100.0
		Total	12,291	471	3.8
Buffalo Valley 47721					
	Wimbledon Court 82	Wimbledon Court	207	2	1.0
	Jamestown 1	Franklin	165	2	1.2
		Jamestown High	897	5	0.6
		Jamestown Junior	529	1	0.2
		Wm. S. Gussner	306	0	0.0
		Lincoln	285	3	1.1
		Louis Lamour Elem	162	6	3.7
		Roosevelt	359	9	2.5
		Adolescent Treat.	17	5	29.4

Special education unit	School district	School	Total enroll.	Nat. Am.	%
Buffalo Valley 47721 (cont.)		Washington	347	4	1.2
	Medina 3	Medina	175	0	0.0
	Pingree Buch. 10	Pingree Buchanan High	57	1	1.8
	Buchanan 11	Pingree Buchanan Elem	75	0	0.0
	Montpelier 14	Montpelier	138	0	0.0
	Kensal 19	Kensal	103	0	0.0
	Spiritwood 26	Spiritwood	21	0	0.0
	Streeter 42	Streeter	54	0	0.0
	Nonpublic	Our Saviors Lutheran	11	0	0.0
		St. Johns Academy	240	5	2.1
		Hillcrest SDA	27	0	0.0
		Total	4,175	43	1.0
Burleigh County 08702					
	Regan 2	Regan	24	0	0.0
	Naughton 25	Naughton	0	0	0.0
	Wing 28	Wing	128	4	3.1
	Baldwin 29	Baldwin	31	0	0.0
	Menoken 33	Menoken	21	0	0.0
	McKenzie 34	McKenzie	19	0	0.0
	Sterling 35	Sterling	35	0	0.0
	Driscoll 36	Driscoll	59	3	5.1
	Apple Creek 39	Apple Creek	31	0	0.0
	Manning 45	Manning	13	0	0.0
	Telfer 46	Telfer	5	0	0.0
		Total	366	7	1.9
Dickey/LaMoure 23724					
	Fullerton 37	Fullerton	28	0	0.0
	Ellendale 40	Ellendale High	178	5	2.8
		Ellendale Elem	237	3	1.3
		Maple River	32	0	0.0
	Edgeley 3	Willow Bank	34	0	0.0
		Edgeley High	121	1	0.8
		Edgeley Elem	160	0	0.0
	Jud 5	Jud	41	0	0.0
	Kulm 7	Kulm High	84	1	1.2
		Kulm Elem	90	0	0.0
	LaMoure	LaMoure Elem	21	0	0.0
		LaMoure High	929	0	0.0
	Marion 9	Marion	147	0	0.0
	Verona 11	Verona	98	0	0.0
		Total	2,200	10	0.5

Special education unit	School district	School	Total enroll.	Nat. Am.	%
Dickinson 45735					
	Dickinson 1	A L Hagen Junior	481	8	1.7
		PS Berg	346	5	1.4
		Dickinson High	855	13	1.5
		Heart River	402	0	0.0
		Jefferson	353	3	0.8
		Lincoln	357	2	0.6
		Roosevelt	398	2	0.5
	Lefor 27	Lefor	12	0	0.0
	Nonpublic	Dickinson Trinity	923	2	0.2
		St. Jospeh 45	111	0	0.0
		St. Patricks	198	4	2.0
		St. Wenceslaus	183	2	1.1
		Hope Christian 45	28	0	0.0
		Total	4,647	41	0.9
Divide County 12738					
	Divide County 1	Divide County Elem	223	0	0.0
		Divide County High	204	0	0.0
		Total	427	0	0.0
East Central 14712					
	Oberon 16	Oberon	46	34	73.9
	New Rockford 1	New Rockford	423	4	0.9
	Sheyenne 12	Sheyenne	141	38	27.0
	Carrington 10	Carrington Elem	45	1	2.2
		Carrington High	292	3	1.0
	Glen Sut McHenry 14	Glen Sut McHenry Hi/Midkota	63	0	0.0
	Glen Sut McHenry 4	Glen Sut McHenry El/Midkota	58	0	0.0
	Grace City 16	Grace City	67	0	0.0
	Foster	Prairie View SDA	20	0	0.0
		Total	1,155	80	6.9
Emmons County 15722					
	Hazelton Moffit 6	Hazelton Elem	90	0	0.0
		Hazelton High	84	0	0.0
	Bakker 10	Bakker	36	0	0.0
	Union 12	Union	12	0	0.0
	Strasburg 15	Strasburg	203	0	0.0
	Hague 30	Hague	23	0	0.0
	Linton 36	Linton	399	1	0.3
		Total	847	1	0.1

Special education unit	School district	School	Total enroll.	Nat. Am.	%
Fargo 09730					
	Fargo 1	Agassiz Junior	1,312	18	1.4
		Ben Franklin Junior	995	24	2.4
		Carl Ben Eielson Elem	451	15	3.3
		Centennial Elem	772	3	0.4
		Clara Barton	357	2	0.6
		South High	1,578	19	1.2
		Evaluation & Train	26	0	0.0
		Hawthorne	197	1	0.5
		Horace Mann	345	7	2.0
		Jefferson	363	28	7.7
		Lewis & Clark	718	4	0.6
		Lincoln	461	7	1.5
		Longfellow	579	9	1.6
		Madison	277	13	4.7
		McKinley	306	12	3.9
		North High	885	15	1.7
		River's Edge School	12	0	0.0
		Roosevelt	334	20	6.0
		Washington	579	3	0.5
		Woodrow Wilson	103	1	1.0
	Nonpublic	Shanley	256	2	0.8
		Oak Grove Lutheran	140	3	2.1
		Grace Lutheran	109	0	0.0
		Holy Spirit	163	0	0.0
		Nativity	275	0	0.0
		St. Anthony Padua	238	0	0.0
		Dakota Montessori	27	0	0.0
		Academy for Children	13	0	0.0
		Total	11,871	206	1.7
Fort Totten 03736					
	Fort Totten 30 BIA	Four Winds Community	119	0	0.0
		Four Winds Elem	417	409	98.1
		Total	536	409	76.0
Grand Forks 18733					
	Grand Forks 1	Belmont	314	30	9.6
		Ben Franklin	527	15	2.8
		Carl Ben Eielson	838	5	0.6
		Community High	68	7	10.3
		Central High	932	22	2.4
		Century Elem	500	6	1.2
		J. Nelson Kelly	650	27	4.2
		Lake Agassiz	474	50	10.5
		Lewis & Clark	400	15	3.8
		Lincoln	184	7	3.8
		Nathan Twining	632	6	0.9
		Red River High	818	8	1.0
		Schroeder Junior	662	21	3.2

Special education unit	School district	School	Total enroll.	Nat. Am.	%
Grand Forks 18733 (cont.)		South Junior	589	18	3.1
		Valley Junior	621	32	5.2
		Viking	360	10	2.8
		West	386	24	6.2
		Wilder	206	4	1.9
		Winship	281	7	2.5
	Nonpublic	Holy Family	146	0	0.0
		St. Marys 18	113	2	1.8
		St. Michaels	170	12	7.1
		Maranatha Christian	3	0	0.0
		Shema Christian	92	0	0.0
		Victory Christian	60	3	5.0
		Total	10,026	331	3.3
Griggs/Steele/ Traill 49723					
	Cooperstown 18	Central Elem	105	0	0.0
		Griggs Co Central High	212	0	0.0
	Hannaford 22	Hannaford	137	2	1.5
	Binford 23	Binford	102	0	0.0
	Hope 10	Hope	158	0	0.0
	Finley Sharon 19	Finley Sharon	207	0	0.0
	Central Valley 3	Central Valley	317	0	0.0
	Cliff Galesburg 4	Clifford-Gale High	55	0	0.0
		Clifford-Gale Elem	66	0	0.0
	Hatton 7	Hatton	289	4	1.4
	Hillsboro 9	Hillsboro High	234	3	1.3
		Hillsboro Elem	285	1	0.4
	Mayville Portland 10	Mayville Portland JS	318	4	1.3
		Mayville Portland E1	293	1	0.3
		Total	2,778	15	0.5
Lake Region 36714					
	Minnewaukan 5	Minnewaukan	173	20	11.6
	Leeds 6	Leeds	245	6	2.4
	Warwick 29	Warwick	234	214	91.5
	Milton Osnabrock 1	Milton Osnabrock	52	0	0.0
	Border Central 14	Border Central Public	75	1	1.3
	Munich 19	Munich	177	0	0.0
	Langdon 23	Langdon High	312	0	0.0
		Langdon Elem	319	0	0.0
	Milton 30	Milton Osnabrock High	39	2	5.1
	Nonpublic	St. Alphonsus	110	1	0.9
	Newport 4	Towner Public School	256	3	1.2
	Aneta 20	Aneta	76	0	0.0
	Michigan 40	Michigan	149	2	1.3
	McVille 46	McVille	165	0	0.0
	Lakota 66	Nelson Co. N. High	129	0	0.0
		Lakota Elem	120	1	0.8

Special education unit	School district	School	Total enroll.	Nat. Am.	%
Lake Region 36714 (cont.)	Tolna 74	Tolna	157	0	0.0
	Unity 80	Unity	143	0	0.0
	Wolford 1	Wolford	80	0	0.0
	Rugby 5	Rugby High	401	4	1.0
		Rugby Elem	381	3	0.8
	Nonpublic	Little Flower 35	111	2	1.8
	Devils Lake 1	Trainable Classroom	111	3	2.7
		Devils Lake Central	404	42	10.4
		Devils Lake Junior	513	54	10.5
		Minnie High	258	77	29.8
		Devils Lake Newout	16	2	12.5
		Prairie View	497	82	16.5
		Sweetwater	357	87	24.4
		Lake Region Christ. Aca.	16	0	0.0
	Edmore 2	Edmore	169	0	0.0
	Crary 3	Crary	30	1	3.3
	Starkweather 44	Starkweather	162	8	4.9
	Nonpublic	St. Joseph 36	168	10	6.0
	West Central 2	Bisbee-Egland High	75	0	0.0
	Southern 8	Cando	364	10	2.7
	East Central 12	Bisbee-Egland Elem	84	0	0.0
	North Central 28	North Central	117	0	0.0
		Total	7,245	635	8.8
Lonetree 52705					
	Maddock 9	Maddock	200	4	2.0
	Esmond 25	Esmond	43	0	0.0
	Anamoose 14	Anamoose	133	0	0.0
	Drake 57	Drake	152	2	1.3
	Turtle Lake Mercer 72	Turtle Lake Mercer	285	0	0.0
	Goodrich 16	Goodrich	86	0	0.0
	McClusky 19	McClusky Elem	99	3	3.0
		McClusky High	83	0	0.0
	Bowdon 23	Bowdon	99	0	0.0
	Pleasant Valley 35	Hurdsfield	28	0	0.0
	Harvey 38	Harvey Elem	436	2	0.5
		Harvey High	168	1	0.6
	Sykes 39	Sykes	86	0	0.0
	Fessenden 40	Fessenden	292	0	0.0
		Total	2,190	12	0.5
Morton 30725					
	Mandan 1	Lewis & Clark	474	9	1.9
		Mandan High	1,148	14	1.2
		Central	205	8	3.9
		Custer Elem	204	19	9.3
		Mandan Junior	599	1	0.2
		Roosevelt	572	13	2.3
		Square Butte	35	1	2.9

Special education unit	School district	School	Total enroll.	Nat. Am.	%
Morton 30725 (cont.)		Marmot	29	1	3.4
		Mary Stark	358	10	2.8
	Little Heart 4	St. Anthony	21	2	9.5
	New Salem 7	New Salem	182	4	2.2
		Prairie View	211	2	0.9
	Sims 8	Almont	47	0	0.0
	Hebron 13	Hebron	256	0	0.0
	Sweet Briar 17	Sweet Briar	11	0	0.0
	Oak Coulee 35	Oak Coulee	9	0	0.0
	Glen Ullin 48	Glenn Ullin	291	0	0.0
	Nonpublic	Christ the King	279	3	1.1
		St. Joseph 30	157	2	1.3
	Solen 3	Cannon Ball	108	99	91.7
		Solen	73	68	93.2
	Fort Yates 4	Fort Yates	190	177	93.2
	Selfridge 8	Selfridge	92	24	26.1
	Nonpublic	Saint Bernards Mis.	99	89	89.9
	BIA	Standing Rock Com. El	287	287	100.0
	BIA	Standing Rock Com. Hi	274	274	100.0
		Total	6,211	1107	17.8
Northern Plains 31706					
	Bowbells 14	Bowbells	156	0	0.0
	Powers Lake 27	Powers Lake Elem	107	0	0.0
		Powers Lake High	95	2	2.1
	Columbus 34	Columbus Elem	34	0	0.0
		Columbus High	40	0	0.0
	Burke Central 36	Burke Central	156	146	93.6
	Stanley 2	Stanley Elem	294	2	0.7
		Stanley High	270	3	1.1
		Total	1,152	153	13.3
Oliver Mercer 29715					
	Hazen 3	Hazen Elem	563	16	2.8
		Hazen High	382	7	1.8
	Zap 14	Zap	66	0	0.0
	Golden Valley 20	Golden Valley	60	6	10.0
	Stanton 22	Stanton	158	0	0.0
	Beulah 27	Beulah High	351	11	3.1
		Beulah Middle	228	8	3.5
		Beulah Elem	443	9	2.0
	Springbrook 4	Springbrook	6	0	0.0
	Center 18	Center	456	13	2.9
		Total	2,713	70	2.6

Special education unit	School district	School	Total enroll.	Nat. Am.	%
Peace Garden 05726					
	Bottineau 1	Bottineau Jr-Sr	578	16	2.8
		Bottineau Elem	242	9	3.7
	Willow City 13	Willow City	134	0	0.0
	Westhope 17	Westhope	244	0	0.0
	Maxbass 28	Maxbass	70	0	0.0
	Souris 29	Souris	35	0	0.0
	Lansford 35	Lansford	60	0	0.0
	Newburg 48	Newburg	75	0	0.0
	Upham 29	Upham	119	2	1.7
	Sherwood 2	Sherwood	145	0	0.0
	Mohall 9	Mohall	372	2	0.5
	Dunseith 1	Dunseith High	280	245	87.5
		Dunseith Elem	278	248	89.2
	St. John 3	St. John	284	195	68.7
	Mt. Pleasant 4	Kyle	214	47	22.0
		Rolla	183	31	16.9
	Rolette 29	Rolette	258	38	14.7
	Newport 25004	Towner	252	3	1.2
	Nonpublic	Salem Menonite	8	0	0.0
		Total	3,831	836	21.8
Pembina 34707					
	Pembina 1	Pembina	162	2	1.2
	Cavalier 6	Cavalier	706	1	0.1
	Valley 12	Valley Elem	136	0	0.0
	Valley 12	Valley High	57	0	0.0
	Drayton 19	Drayton	297	0	0.0
	Walhalla 27	Walhalla	409	99	24.2
	St. Thomas 43	St. Thomas	144	0	0.0
	Neche 55	Neche	196	0	0.0
		Total	2,107	102	4.8
Rural Cass 09717					
	Kindred 2	Davenport	133	0	0.0
		Kindred	408	1	0.2
	Dakota 3	Dakota High	77	0	0.0
		Dakota Elem	115	0	0.0
	Mapleton 7	Mapleton	157	4	2.5
	Central Cass 17	Amenia	148	0	0.0
		Central Cass	490	1	0.2
	Chaffee 26	Chaffee	72	0	0.0
	Leonard 54	Leonard	103	0	0.0
	Cass Valley No. 76	Cass Valley High	109	0	0.0
		Cass Valley Elem	126	0	0.0
		Total	1,938	6	0.3

Special education unit	School district	School	Total enroll.	Nat. Am.	%
Sheyenne Valley 02727					
	Valley City 2	Jefferson	343	1	0.3
		Valley City High	301	0	0.0
		Valley City Junior	359	0	0.0
		Washington	405	3	0.7
	Oriska 13	Oriska	86	0	0.0
	Litchville 52	Litchville	124	0	0.0
	North Central 65	North Central	266	2	0.8
	Nonpublic	Saint Catherine	74	0	0.0
	Maple Valley 4	Maple Valley	115	0	0.0
		Fingal	46	0	0.0
		West	96	0	0.0
	Page 80	Page Public	153	0	0.0
	Oakes 41	Oakes Elem	294	0	0.0
		Oakes High	295	0	0.0
	North Sargent 3	North Sargent	204	1	0.5
		Total	3,161	7	0.2
Souris Valley 51708					
	Velva 1	Velva	407	0	0.0
	Grandville 25	Grandville Public	163	0	0.0
	Thursby Butte 37	Deering	37	0	0.0
	Karlsruhe 54	Karlsruhe	64	1	1.6
	Montefiore 1	Wilton	275	2	0.7
	Washburn 4	Washburn	537	6	1.1
	Underwood 8	Underwood	323	9	2.8
	Max 50	Max	180	3	1.7
	Garrison 51	Bob Callies	241	15	6.2
		Garrison	217	18	8.3
	Butte 62	Butte	76	0	0.0
	BIA (Grant)	Whiteshield	Whiteshield High	163	163100.0
	Riverdale 89	Riverdale	160	7	4.4
	Nonpublic	St. Nicholas	30	2	6.6
	New Town 1	Edwin Loe	397	276	69.5
		New Town	272	164	60.3
	Parshall 3	Parshall Elem	213	84	39.4
		Parshall High	143	34	23.8
	Plaza 137	Plaza	108	0	0.0
	Glenburn 26	Glenburn	318	4	1.3
	Minot 1	Belair	413	1	0.2
		Dakota	604	6	1.0
		Edison	515	4	0.8
		Erik Ramstad Junior	452	15	3.3
		Jefferson	176	8	4.5
		Jim Hill Junior	562	14	2.5
		Lincoln	197	3	1.5
		Longfellow	363	8	2.2
		McKinley	233	16	6.9
		Memorial Junior	181	0	0.0
		North Plains	509	2	0.4
		Central Campus	1,113	23	2.1
		Magic City Campus	1,068	20	1.9

Special education unit	School district	School	Total enroll.	Nat. Am.	%
Souris Valley 51708 (cont.)		North Hill	444	25	5.6
		Perkett	211	7	3.3
		Roosevelt	183	3	1.6
		Sunnyside	307	30	9.8
		Washington	299	10	3.3
	Nedrose 4	Nedrose	263	6	2.3
	United 7	Burlington Des Lacs Elem	347	2	0.6
		Des Lacs Burlington High	288	2	0.7
	Bell 10	Bell	170	2	1.2
	Sawyer 16	Sawyer	204	0	0.0
	Eureka 19	Eureka	21	0	0.0
	Donnybrook 24	Donnybrook	30	0	0.0
	Kenmare 28	Kenmare Elem	137	0	0.0
		Kenmare High	232	1	0.4
	Surrey 41	Surrey	431	5	1.2
	Berthold 54	Berthold	223	3	1.3
	South Prairie 70	South Prairie	122	3	2.5
	Carpio 156	Carpio	46	0	0.0
	North Shore 158	North Shore High	62	0	0.0
		North Shore Elem	67	0	0.0
	Nonpublic	Lynch Immanuel	9	0	0.0
		Bishop Ryan	345	3	0.9
		Little Flower 51	120	1	0.8
		Saint Leos	89	2	2.2
		Our Redeemers	89	1	1.1
		Total	15,449	1014	6.6
South Central 24718					
	Pettibone 11	Pettibone	74	0	0.0
	Robinson 14	Robinson	57	0	0.0
	Tuttle 20	Tuttle	120	0	0.0
	Steele Dawson 26	Steele	287	0	0.0
	Napoleon 2	Napoleon	321	0	0.0
	Gackle 14	Gackle	273	0	0.0
	Zeeland 4	Zeeland	112	0	0.0
	Ashley 9	Ashley	222	0	0.0
	Lehr 10	Lehr	71	0	0.0
	Wishek 19	Wishek	299	0	0.0
	Tappen 28	Tappen	122	0	0.0
		Total	1,958	0	0.0
South Valley 39728					
	Sheldon 2	Sheldon	99	0	0.0
	Fort Ransom 6	Fort Ransom Elem	29	0	0.0
	Salund 10	Salund	6	0	0.0
	Lisbon 19	Lisbon Elem	240	0	0.0
		Lisbon Middle	247	1	0.4
		Lisbon High	229	0	0.0
	Enderlin 22	Enderlin	402	2	0.5

Special education unit	School district	School	Total enroll.	Nat. Am.	%
South Valley 39728 (cont.)	Mantador 5	Mantador	37	0	0.0
	Hankinson 8	Hankinson High	315	0	0.0
		Hankinson Elem	61	0	0.0
	Fairmount 18	Fairmount	181	0	0.0
	Lidgerwood 28	Lidgerwood	268	0	0.0
	Wyndmere 42	Wyndmere	318	3	0.9
	Richland 44	Richland Elem	154	0	0.0
		Richland Jr & Sr	123	0	0.0
	Milnor 2	Milnor	225	0	0.0
		Sundale Colony	25	0	0.0
	Sargent Central 6	Sargent Central	395	2	0.5
		Total	3,354	8	0.2
Southwest 21709					
	Reeder 3	Reeder	80	2	2.5
	Hettinger 13	Hettinger	499	1	0.2
	Bowman 1	Bowman	494	1	0.2
	Rhame 17	Rhame	122	0	0.0
	Mud Butte 30	Mud Butte	6	0	0.0
	Scranton 33	Scranton	186	2	1.1
	New Leipzip 15	New Leipzig	117	0	0.0
	Elgin 16	Elgin	253	6	2.4
	Roosevelt 18	Roosevelt	179	9	5.0
	Leahy 34	Leahy	27	0	0.0
	Mott 6	Mott	229	0	0.0
	New England 9	New England	199	5	2.5
	Regent 14	Regent	117	0	0.0
	Nonpublic	St. Marys 21	154	7	4.5
		St. Vincent	58	0	0.0
	Flasher 39	Flasher	287	6	2.1
	Marmarth 12	Marmarth	31	0	0.0
	Sheets 14	Cottage	7	0	0.0
	Central Elem 32	Amidon	31	1	3.2
		Total	3,076	40	1.3
Turtle Mountain 40719					
	BIA(Coop)Belcourt 7	Turtle Mountain Elem	740	676	91.4
		Turtle Mountain Middle	360	337	93.6
	BIA(Contr)Belcourt 7	Turtle Mountain High	495	485	98.0
	BIA (Contract)	Ojibwa Indian	354	354	100.0
	BIA	Dunseith Day	150	150	100.0
		Total	2,099	2002	95.4

Special education unit	School district	School	Total enroll.	Nat. Am.	%
Upper Valley 50729					
	Larimore 44	Larimore Elem	309	3	1.0
		Larimore High	266	0	0.0
	Thompson 61	Thompson	486	3	0.6
	Manvel 125	Manvel	225	0	0.0
	Emerado 127	Emerado	152	2	1.3
	Midway 128	Forest River Colony	35	0	0.0
		Midway	359	0	0.0
	Northwood 129	Northwood	415	2	0.5
	Grafton 3	Chase Elem	174	4	2.3
		Grafton High	210	0	0.0
		Grafton Central	532	5	0.9
		Westview	178	1	0.6
		Thomas More Academy	4	0	0.0
	Minto 20	Minto	220	0	0.0
	Lankin 39	Lankin	74	0	0.0
	Nash 51	Nash	34	0	0.0
	Pisek 71	Pisek	30	0	0.0
	Park River 78	Park River Elem	286	3	1.0
		Park River High	247	1	0.4
	Fordville 79	Fordville	84	0	0.0
	Edinburg 106	Edinburg	168	0	0.0
	Adams 128	Adams	121	0	0.0
		Total	4,609	24	0.5
Wahpeton 39737					
	Wahpeton 37	Central Elem	571	20	3.5
		Central Middle	407	8	2.0
		Wahpeton High	456	8	1.8
		Zimmerman	262	8	3.1
	Nonpublic	St. Johns	205	2	1.0
		Richards SDA	7	0	0.0
	BIA (Grant)	Wahpeton Indian School	221	221	100.0
		Total	2,129	267	12.5
West Fargo 09734					
	West Fargo 6	Eastwood	585	10	1.7
		Harwood	150	0	0.0
		Horace	207	0	0.0
		L E Berger Middle	486	9	1.9
		South	618	16	2.6
		WestFargo Com. Hi	33	0	0.0
		West Fargo High	837	9	1.1
		West Fargo Middle	1,008	10	1.0
		Westside	486	6	1.2
		Total	4,410	60	1.4

Special education unit	School district	School	Total enroll.	Nat. Am.	%
West River 45701					
	Billings County 1	Demores	39	0	0.0
		Fruburg	36	0	0.0
		Prairie Elem	68	0	0.0
	Dodge 8	Dodge	82	0	0.0
	Killdeer 16	Killdeer	413	17	4.1
	Halliday 19	Halliday	133	10	7.5
	BIA (Grant) Twin Buttes 37	Twin Buttes	43	36	83.7
	Beach 3	Beach	250	13	5.2
		Lincoln	187	2	1.1
	Lone Tree 6	Golva	60	0	0.0
	Taylor 3	Taylor	151	2	1.3
	Richardton 4	Richardton	155	1	0.6
	South Heart 9	South Heart	164	0	0.0
	Elm Grove 13	Belfield	321	1	0.3
	Nonpublic	St. Bernards	49	0	0.0
		St. Marys Elem 45	49	0	0.0
		Total	2,200	82	3.7
Wilmac 53720					
	McKenzie County	Grassy Butte	30	0	0.0
		Johnsons Corner	39	3	7.7
		Watford City High	371	7	1.9
		Watford City Elem	411	8	1.9
	Alexander 2	Alexander	118	3	2.5
	Yellowstone 14	East Fairview	96	0	0.0
	Earl 18	Squaw Gap	6	0	0.0
	Bowline Butte 19	Stevenson	6	0	0.0
	Horse Creek 32	Horse Creek	6	0	0.0
	BIA(Grant)Mandaree 32		Mandaree	207	207100.0
	Nonpublic	Johnsons Corner Chri	52	5	9.6
	Williston 1	Hagan	294	14	4.8
		Lewis & Clark	329	19	5.8
		McVay	144	12	8.3
		Rickard	473	18	3.8
		Webster	182	33	18.1
		Wilkinson	342	50	14.6
		Williston High	955	64	6.7
		Williston Junior	470	35	7.4
	Nesson 2	Ray	281	6	2.1
	Eight Mile 6	Eight Mile	244	120	49.2
	New 8	Harney	13	0	0.0
		Round Prairie	76	15	19.7
		Stoney Creek	112	9	8.0
		Garden Valley Elem	47	4	8.5
		New 8 Kindergarten	28	2	7.1
	Tioga 15	Central	155	4	2.6
		Hillcrest	115	1	0.9
		Tioga	215	6	2.8
	Wildrose 91	Wildrose	75	6	8.0
	Grenora 99	Grenora	142	5	3.5

Special education unit	School district	School	Total enroll.	Nat. Am.	%
Wilmac 53720 (cont.)	Nonpublic	St. Josephs	159	0	0.0
		Total	6,193	656	10.6
School for the Blind					
18800	State School	School for the Blind	18	4	22.2
School for the Deaf					
36800	State School	School for the Deaf	42	9	21.4
State Develop. Ctr.					
50800	State School	Grafton State School	6	1	16.7
Anne Carlsen School					
47405	Nonpublic	Anne Carlsen School	51	4	7.8
VesslAmor					
47415	Nonpublic	VesslAmor Elem	7	0	0.0
Boys Ranch					
51401	Nonpublic	Dakota Boys Ranch	35	8	22.9
State Indust. School					
30800	State School	Marmot High	60	25	41.7

Source: Compiled from information provided by Dr. Ronald M. Torgeson, Director of Management Information and Research, North Dakota Department of Public Instruction, Sept. 8, 1992.

U.S. GOVERNMENT PRINTING OFFICE: 1993-351-885/80384